

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> Established a wide range of after school sports clubs with Premier Sports to increase pupil participation, especially with our Pupil Premium children. CPD of staff watching and learning from sports specialist (Premier Sports) leading a 6 week PE block with mentoring and coaching throughout the session to improve teacher knowledge | <ul style="list-style-type: none"> More children to take part in competitive games through intra-sports competitions in school Increase in a variety of sports offered as part of the PE curriculum at Grange Infant School Increase the fitness levels of children in school and make most of learning times throughout the days for active engagement in sports. Skills of strength, coordination and balance to be improved across the school – bike ability sessions and rock climbing to be implemented in school |

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| Meeting national curriculum requirements for swimming and water safety. | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. | % N/A – Infant School |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % N/A – Infant School |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % N/A – Infant School |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | Yes/ No |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2020/2021 | | Total fund allocated: £17,737 | | Date Updated: September 2020 | | |
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| <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Increase participation rates and school provision in after school clubs for KS1</p> | | | | | <p>Percentage of total allocation: £9,362 55% (Premier Sports included in key indicator 2)</p> | |
| Intent | | Implementation | | Impact | | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | | Make sure your actions to achieve are linked to your intentions: | | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| <ul style="list-style-type: none"> Enhanced, inclusive and bespoke curriculum provision that all children can enjoy and achieve in Positive attitudes to health and well-being due to a tailored provision Improved behaviour and attendance of targeted pupils Improved pupil attitudes to PE 70% of children to be involved in at least 1 sporting based club in the academic year. 60% of PP children to attend a sporting based club during the academic year. Highly able taking part in clubs with specialised coaches to develop specialist skills Increased less-active children taking part in clubs due to targeted intervention (50%) | | <ul style="list-style-type: none"> Ensure the enhancement and extension of our curriculum provision offers a range of activities for all children (inclusive of their needs) Inclusion- key focus- PP children, less active and more able Activity leaders leading playtime and lunchtime activities Specialist staff to provide opportunities for children to develop their own skills Teachers to ensure that PE national curriculum objectives are met in the taught curriculum sessions. | | <p>£3500 – PE Specialists instructors from Premier Sports</p> <p>£160 – Cricket</p> <p>£2052 – bike ability</p> <p>£150 – Street Hockey</p> <p>£3500 – rock climbing</p> | <p>Evidence</p> <ul style="list-style-type: none"> Review which children are taking part in after school clubs and target focus groups of children Pupil voice – what would they like to see being run in school <p>Impact</p> <ul style="list-style-type: none"> Employing specialist teachers of Physical Education to ensure children get quality of education Staff CPD to ensure high quality of education. They are able to observe the lessons of specialist staff and re-create activities and skills in additional lessons and break times. Children are more active and levels of fitness raised. Take into account what clubs/ | <p>Monitor the impact of specialist trainers on staff CPD and quality of provision for children.</p> <p>Monitor the quality of after school clubs for impact – are they what the children want to see?</p> <p>Monitor the impact on PP children and less active – has this increased? If not, why not? Pupil voice</p> <p>Monitor the impact on children during lessons – have their learning behaviours improved?</p> <p>Develop relationship with Premier Sports and other specialist providers to promote after-school</p> |

| | | | sessions/ activities pupils want to engage in to improve uptake <ul style="list-style-type: none"> • Specialised external staff to offer wide range of clubs/CPD with staff including dance, performing arts, football, martial arts | sports clubs and provide coaching and support for internal tournaments. |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| To develop skill sets of children through the purchase of specialised PE equipment and to enhance and broaden their sports curriculum by offering different sporting opportunities To increase the profile of PE throughout the school and therefore engagement of pupils | | | | £9285 60% (Premier Sports also included in key indicator 1) |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> • A more inclusive curriculum which inspires and engages all pupils via the purchase of PE Planning • Enhanced quality of teaching and learning through PE specialist support from Premier Sports and other specialist coaches • Resources to be replenished and replaced in order to maintain a high standard of equipment • Children given additional sports opportunities during Sports Week run by Premier sports • Enhanced quality of provision for children especially target groups • To raise the profile of agility, strength and climbing skills of pupils in Year 2 • To raise the profile of balance and coordination through bike ability | Review the quality of our curriculum including: <ul style="list-style-type: none"> • Lesson observations • Accessibility of all the activities for all pupils and strategies to support children with a disability • Quality of teaching and learning offered - lesson planning and support – Premier Sports/ PE Planning • Staff Professional Learning/ student support – CPD events open to all staff which are run by Premier Sports and outside providers • Discussions with individual pupils and liaison with parents / carers – pupil and parent voice • Check equipment to ensure it meets the needs of our pupils • Use of equipment to enhance learning during curriculum time | £ 3500 – PE Specialist from Premier Sports Developing Teaching and Learning in PE Course - £110 Purchase equipment: Lacrosse, Boccia, Basketball, football, rugby etc £5000 PE Planning £675 | Evidence <ul style="list-style-type: none"> • Curriculum plan for all year groups – which is constantly reviewed by PE coordinator • Long, medium and short-Term plans – with review dates and assessment of pupils • Planning for Gifted and SEND pupils • Offer a range of sports to teach new PE skills using new equipment – boccia (inclusion), Lacrosse (new sports), basketball etc • Run a sports week for children to engage in a range of different sports, to teach new skills • Interviews with children – pupil voice • School noticeboard – club data/ photos/ match reports etc raise | Leadership of PE – action plans, quality of curriculum provision. Monitor the impact of intra-sports competitions within the school. Have they raised the profile of different sports? Pupil and parent voice. Continual CPD on techniques to improve physical well-being, fitness and strength |

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| <p>sessions for our reception children To raise the profile of team games, skills and fitness across the school</p> | <ul style="list-style-type: none"> • Support for teachers during lessons allowing for differentiation (SEND & MA) and independent learning • Additional activities (sports) during Sports week | | <p>profile within the school and with parents</p> <ul style="list-style-type: none"> • Photos of evidence of activities attended and register of children • Sports week with Premier Sports • School / Subject Action Plans / minutes from PE coordinators meetings within Federation and cluster <p>Impact</p> <ul style="list-style-type: none"> • Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum • CPD for staff to increase subject knowledge and confidence in PE • Implement plans for improvement • Employing expert advice to evaluate strengths and weaknesses and implement plans for improvement | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| Develop staff CPD | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Improved quality of teaching and learning – staff are more confident and competent at teaching PE lessons against national curriculum standards Offering alternative provision will engage or re-engaged disaffected pupils and therefore increase pupil participation – concentration and engagement levels will be increased Positive attitudes to health and well-being of pupils and staff Long term planning will ensure the progression of skills and varied sports Increased school-community and school to school links | <p>Development of staff:</p> <ul style="list-style-type: none"> Staff to attend courses organised by LEA/ Fortis/ WHF secondary school All teaching staff to receive opportunities to attend CPD offered by Premier Sports/ outside providers Use of specialist coaches for staff CPD Video evidence with children's comments using iPad Long term plan to be followed by staff for coverage of sports <p>Review the quality of our extracurricular provision including:</p> <ul style="list-style-type: none"> The enhancement and extension of our curriculum provision – what opportunities are we offering The promotion of active, healthy lifestyles Quality and qualifications of staff providing the activity providing support and training Discussions with individual pupils and liaison with parents / carers | <p>£ 3500 – PE Specialist from Premier Sports</p> <p>Developing Teaching and Learning in PE Course - £110</p> <p>PE Planning training - £675</p> | <p>Evidence</p> <ul style="list-style-type: none"> Curricular and extracurricular plans – review termly for coverage and impact on children Observations – video evidence Staff meetings – PE curriculum, Archery etc Development of teachers across the school Paying for CPD courses for staff to attend Training of teachers for disabled pupils and for those with SEND <p>Impact</p> <ul style="list-style-type: none"> Purchasing specialist equipment and teaching resources to develop a non-traditional activity for children to be able to access a wider range of games Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence Buying into local, existing sports networks to raise the knowledge and teaching skills of staff <p>All staff to feel confident in delivering a wide range of sports and activities.</p> | <p>Impact of Premier Sports employment on teacher CPD</p> <p>Leadership of PE – action plans, quality of curriculum provision.</p> <p>Cost against impact for Premier Sports.</p> <p>Staff to report during meetings and focused CPD sessions with PE champion any activities that have been successful to improve the quality of education of PE provision.</p> |

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| | | | An improved skill set and ideas to use in PE sessions | |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

To develop outdoor and adventurous sports provision for all children

Percentage of total allocation:
25% depending on cost for 3 terms
£5000

| Intent | Implementation | | Impact | |
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| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p>Extended provision in a range of outdoor and adventurous activities</p> <ul style="list-style-type: none"> • Improved positive attitudes to health and well-being • Children to take part in different outdoor and adventure experiences • Hold new sport days for pupils to showcase a range of different sports for the children. | <ul style="list-style-type: none"> • Enrichment outdoor adventure sports experiences – rock climbing etc • Improved relationship with outside agencies – fencing, archery, street hockey. • Coaches of a range of sports will be hired and sourced to come into school and deliver special occasion days of sports. | <p>Paying staff or external sports coaches to run termly sessions in outdoor/ adventurous sports - £5000</p> <ul style="list-style-type: none"> • Paying for transport for sessions • Supporting staff with the teaching of outdoor provision | <p>Evidence</p> <ul style="list-style-type: none"> • Assessment against curriculum strands • Pupil voice – which outdoor/ adventurous sports would like to take part in • Children interviews – before and after provision • Website • Curricular and extracurricular plans – review termly for coverage and impact on children <p>Impact</p> <ul style="list-style-type: none"> • All staff to feel confident in delivering a wide range of sports and activities. • Improved skill set for teachers | <p>Cost against impact – year 2 rock climbing – is it sustainable?</p> <p>Sports week – adventurous sports to be included.</p> <p>Sports days – range of different activities for children to take part in – follow up the most popular sessions to see if longer-term clubs are viable and can take place in school.</p> |

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| | | | <ul style="list-style-type: none">• Improved range of activities for teachers to use to inspire children• Children will have access to a wider range of activities to broaden their skill set Excitement and renewed interest in sport across the school. | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| Increase amount of competitions children take part in within the Federation and intra competitions To obtain the Sainsbury's School Games mark (silver) | | | | £600 25% (Premier Sports in key indicator 1) |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> • Positive attitudes to health and well-being by pupil and staff • Improved pupil attitudes to PE and sports through a bespoke curriculum and activities • Increased school-community and school to school links • Increased participation in competitions • All children to take part in intra competitions • More children to take part in sporting activities • Raise profile of sport in school • Leadership opportunities for Sports Ambassadors extended across the school into English with a media team, reporting on sports events, taking photographs and uploading reports onto the school website and into the school newsletter. | <ul style="list-style-type: none"> • Increase the amount of competitions children take part in • Organise and set up at least 6 intra tournaments with sports ambassadors help (one in every term for Y1 to Y2) • Ensure the enhancement and extension of our curriculum provision to provide a wide range of different activities and opportunities for children • Improve links with other schools in the federation - network/organise fixtures/shared resources. • Set up and continue to update sports noticeboard showing competitions so all staff, parents and children are aware • Celebrate success of competitions on website and noticeboard with sports leaders writing reviews <p>£600 – competitions run in LEA – Chance to shine program, Tri-golf, gymnastics, dance etc</p> <p>Release time for PE coordinator</p> <p>Ensure school meets criteria for Sainsbury's award:</p> <ul style="list-style-type: none"> • Children to have two hours of | £600 – competitions run in LEA – Chance to shine program, Tri-golf, gymnastics, dance etc | <p>Evidence</p> <ul style="list-style-type: none"> • Attendance of festivals within the Federation • Increased attendance of competitions outside the Federation • Develop the opportunity for all children to take part in intra competitions every term within school <p>Impact</p> <ul style="list-style-type: none"> • Increased participation in competitive sport and improved confidence and pride in school involvement. • Paying external sports coaches to run competitions, or to increase pupils' participation in national school games competitions • Increase attendance in LEA competitions <p>Evidence</p> <ul style="list-style-type: none"> • Club registers • Competitions – intra and inter/festivals • Silver award | <p>Monitor the impact of intra-sports competitions within the school. Have they raised the profile of different sports? Pupil and parent voice.</p> <p>Achievement against silver mark – what do we need to do to improve?</p> |

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| | <p>physical education per week</p> <ul style="list-style-type: none"> • At least 35% to take part in extracurricular activity weekly • Children to take part in inter (4 minimum) and intra (6 minimum) competitions regularly • Students to lead school games activity Sports Committee • 10% of children for after school activity (non-active) | | <p>Impact</p> <ul style="list-style-type: none"> • Obtain Sainsbury's silver award • Organise entry into competitions - externally and internally. • Ensure registers up to date • Ensure board with competitions all up to date with pupil reports • Engage children in running of sports activities (sports ambassadors) | |
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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |