

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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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 2020:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. Primary PE and Sport Premium School Case Studies for Black Country Consortium for best practice for the 5 key indicators. 2. School Games Platinum Award first in our partnership. 17-20 3. YST Gold Quality Mark 17-20 4. AfPE Quality Mark with distinction. 5. Afterschool sporting club provision. 6. Ofsted PE curriculum research project with Matt Meckin HMI 2018 7. Balanceability programme EYFS 	<ol style="list-style-type: none"> 1. Continuing provision of variety and quality of opportunities

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Not this year.

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: 2019/2020		Total fund allocated: £3213.44		Date Updated: June 2020	
<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>					Percentage of total allocation:
					%
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>	
<p>INTENT: Opportunities throughout the school day to encourage staff, children and parents to see the importance of being active and the impact it can have in the classroom.</p> <p>1. Maths of the Day. An online subscription of activities and resources to support planning for staff in Numeracy. This tool is used to ensure maths lessons are active where possible, linked to the curriculum and trying to support the ethos of active 30 minutes.</p> <p>2. EYFS Healthy Movers Toolkit</p> <p>3. Reading and Rugby</p>	<p>Active Maths Record book with MOTY the Mascot is shared Years 1-6. Staff are then encouraged to plan an active maths session each week. The class then record their photo page describing the activity and photos of the children being active.</p> <p>Healthy Movers is to support the development of physical literacy in children aged 2-5. It consists of physical resources and training to develop the knowledge, skills and confidence young children need to develop physically, socially and emotionally.</p> <p>Working alongside our local Rugby Club they wanted to support local primary schools to raise the profile of Rugby in</p>	<p>£648.00</p> <p>£94.00</p>	<ul style="list-style-type: none"> Active Maths has contributed to ensure all children in school are receiving 30 active minutes each day. Attitudes towards physical activity have improved throughout the school, children who were struggling to stay motivated in Maths have had a particular increased interest in the subject, encouraging problem solving and communication skills between pupils Data for children attending after school sporting clubs which is complimenting activities in school and in the curriculum. <p>Year 1: 52%</p> <p>Year 2: 71%</p> <p>Year 3: 39%</p>	<p>Look at providing intervention for specifically identified groups to see if it makes an increased impact. E.g. Lower ability mathematicians, boys, girls, low confidence and engagement in maths</p> <p>Repeat this year and continue to monitor impact.</p> <p>Repeat this year and continue to monitor impact.</p>	

<p>4. Get moving resources</p> <p>5. Forest School By providing a trained teacher to run our forest school sessions we wanted the children to be able to build upon the skills and techniques that they had learnt in our early years forest school provision. We wanted the children to be able to use a variety of tools and techniques appropriately and carefully. To be able to play team games within the forest school setting and to gain a great love and enjoyment for outdoor play.</p>	<p>the local area and support disengaged readers by having positive role models. They provided a lunchtime club and after school club as well as hear readers once a week.</p> <p>Get moving interventions to move into KS2 as the need is required to support certain individuals</p> <p>All children across school will receive one session over six weeks delivered by a trained forest school provider. They will progressively build up their skills and techniques and be given the opportunity to learn and be active in numerous environments with our forest school.</p>	<p>£71.44</p> <p>£2,400.00</p>	<p>Year 4: 42% Year 5: 70% Year 6: 83%</p> <p>Intervention track by staff lead and reported back to class teachers.</p> <p>Feedback from the sessions was very positive. All children participated and enjoyed their sessions. Skills were tracked week on week so all children made progress from their starting point. Team work has improved and children play together well.</p>	<p>Repeat this year and continue to monitor impact.</p> <p>We have trained a Level 3 member of staff as a forest school leader so that we are able to provide this opportunity for more years 'in house' from September 2020.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £ 760</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>Intent: All teaching staff have received this CPD in previous years to ensure the quality of teaching in gymnastics is good/ outstanding.</p> <ol style="list-style-type: none"> 1. CPD Training: Focus gymnastics Autumn Term 2. 2. Focus on NQT and new staff members 	<p>A half termly block of CPD gymnastics support focusing on areas staff feel less confident in. CPD consist of observing, team teaching and teacher led activities with self-evaluation. To increase the quality of gymnastics and support children, SEND, gifted and improve the quality of skills taught which are crucial for children to develop within the sport of gymnastics.</p>	<p>£2,100.00</p>	<p>All children achieving the basic skills of gymnastics, forward roll, backward roll, headstand. The quality of skills in Year 4 led to three teams being taken to a local inter competition and achieving bronze. Staff feel increased confidence to teach gymnastics safely, with differentiation to support all children.</p>	<p>Observations of lessons Pupil Voice regarding gymnastics Formal assessment of the children New audit to staff following their CPD within PE. _ look to act on audit and provide CPD in areas of need Self-evaluation form for gymnastics for staff's review.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
%

Intent	Implementation	Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	
<p>INTENT: To promote the importance of being active and developing skills for activities that can be done at home.</p> <ol style="list-style-type: none"> 1. EYFS: Balance ability SPRING TERM 2. STRESSBOX 3. Years 1-6 DRUMBA workshops SPRING TERM 	<p>All children in Reception to take part in the balance ability program having a session once per week. Stress box provided for all children over the course of the year. Year 1-6 to participate in a DRUMBA workshop</p>	<p>£2,700.00 £740.00 £1,190.00</p>	<p>EYFS: Balance ability SPRING TERM Number of Pupils Taking Part in Balance-Ability: 60 At the start of the program, 8.3% of children were achieving level 1. At the end of the Programme, 100% of children have now achieved level 1. This means they can propel a balance bike, build speed, glide and stop safely using their feet. 90% of children undergoing the program have achieved level 2, compared to 8.3% of pupils at the start of the program. To achieve level 2, children must be able to</p>	<p>Years 1-6 DRUMBA workshops SPRING TERM DRUMBA Pupil and Staff feedback I just wanted to say a massive thank you for organising the Drumba sessions for the school. The children in my class were all engaged and motivated by the workshop. It was lovely to see the class participating in something that was fun and inspiring. The feedback from the class was extremely positive and children said they would love this to be a part of their PE lessons. It would be lovely if we could have some training on how to teach Drumba so we could deliver this in PE sessions. All children were willing to take part and enjoyed being active. We didn't want the session to end as we were loving it so much! 100% positive feedback from the children.</p>

			<p>demonstrate stopping with the use of a brake, the ability to steer around obstacles, manoeuvre in between spaces safely, glide around corners at speed and push off on a pedal bike to a controlled stop.</p> <p>At the start of the program, 8.3% of children were riding solo on a pedal bike. Currently, 21 children are now confidently riding solo on a pedal bike. These figures show that 35% of the children that started the Balance Ability Programme have exceeded the program and can confidently ride solo on a pedal bike.</p>	<p>Pupil Voice: "I really like the fast pace of the drumming and how active it was." "I love drumming and dancing at the same time." 29/29 - would want to do it again. "It was really fun and I liked the songs." "It didn't feel like exercise as we were having so much fun!"</p> <p>Why should we keep doing it at the Glynne? Because I would like to show my parents We didn't want to stop! I want to learn more moves and improve my drumming skills. One lesson and we did PE, music and hand and eye co-ordination. As a teacher I would do this club, now that's saying something!!!</p> <p>Sustainability and suggested next steps:</p> <p>Next steps Continue to provide an offer that enables the children to try out something different and to give new experiences and challenges. Explore the possibility of DRUMBA training for staff</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<p>All children competing in a minimum of 6 intra-competitions throughout the academic year.</p> <p>An increase in the percentage of children participating in inter-competitions.</p> <p>2018/2019 Data for inter competitions: Year 1 12% Year 2 48% Year 3 42% Year 4 40% Year 5 67% Year 6 65%</p>	<p>All staff plan in an intra competition once every half term which follows the long-term curriculum overview for PE and sport. PE subject lead documents the intra competitions each half term and follows up with staff. Children record their competitions in their sporting journals.</p> <p>Where possible ensure A, B and C teams are entered into competitions to increase the number of children participating.</p> <p>Calendar of sporting events shared with all staff to identify children to take part updating opportunities for all.</p> <p>Participation of Pupil Premium children to be monitored and participation of children with SEN to be monitored</p> <p>Netball and Football League participation.</p>	<p>Transport to competitions: £1,315.00 (Sep-Mar 2020)</p> <p>Staffing costs £1000 (Sep-Mar 2020)</p>	<p>100% children from Years 1-6 have experienced competitions focusing on the sporting values and highlighting the importance of good sportsmanship. Some intra competitions are linked to ASC clubs offered in school to encourage children to participate in a sport additional to term time.</p> <p>2019/2020 Data for inter competitions Sep-Mar (School Closure coronavirus) Year 1 13% Year 2 55% Year 3 13% Year 4 35% Year 5 40% Year 6 70%</p> <p>100% intra competitions Year 1-6.</p>	<p>Look for increased opportunities fro INTRA competitions as opportunities will be limited to compete with other schools.</p> <p>Participate in 'virtual' competitions wherever possible.</p>