

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
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](http://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 **31<sup>st</sup> 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:
<p>A whole-school assessment system has been embedded into the curriculum – that is, Amaven Challenge Days.</p> <p>Whole-School continued professional development in PE received by staff.</p> <p>The Bronze School Games Award was achieved.</p> <p>Internal and external providers of PESSPA were quality assured, both receiving very good reports.</p> <p>Outdoor learning for nursery has been significantly improved with the addition of new gymnastics equipment.</p> <p>40 pupils received subsidised funding for outdoor adventurous activity in the Lake District.</p> <p>Physical activity increased during break and lunch times since the introduction of the trim trail.</p>	<p>The full implementation of Amaven Healthy Schools, PE and Sports Programme</p> <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Active minutes</li> <li>• Parental resources (Amaven Heroes, Weekly Challenges and PSHE)</li> </ul> <p><i>Consistent use of Amaven resources by all staff to encourage PESSPA in school and at home.</i></p> <p>Provide a broad range of morning, lunchtime and after-school clubs across year groups.</p> <p>Improve the structure and delivery of dance and gymnastics lessons for KS1 and KS2 teachers.</p>

<b>Meeting national curriculum requirements for swimming and water safety.</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	62.92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	20.22%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	38.2%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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.

<b>Academic Year: 2019/20</b>	<b>Total fund allocated: £18560</b> <b>Carried forward: £2626.24</b>	<b>Date Updated: July 2020</b>		
<b>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</b>				<b>Percentage of total allocation:</b>
				<b>5.7%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
To ensure staff have access to active minute activities in the classroom.  To ensure lunch time organisers have access to new playground equipment.	Investment in Amaven Healthy Schools, PE and School Sport Programme.  New play equipment for all children to use has been purchased and a playground rota has been devised to ensure that all pupils have the opportunity to take part in a range of sports supervised by lunch time organisers.	£1064.76 cost allocated to playground and PE equipment.	Pupils in all classes are more aware of the importance of daily physical activity.  Teachers are aware of the UK Chief Medical Officers' recommendation for at least 30 active minutes every day in school and a further 30 minutes at home.  Pupils are aware of the variety of activities available at lunch and their allocated times on the trim trail.  Teachers and teaching assistants are now lead activities at break/lunch time.	To ensure staff develop routines, embedded into their day, which improve pupils' physical activity.  An email of resources has been sent to all teachers to use.  Class Dojo will be used to share Amaven Heroes, parent resources and PSHE activities to encourage parents and pupils to stay active at home.  Staff will be encouraged to share Dojo activities, challenges and competitions with their pupils.

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				<b>Percentage of total allocation:</b>
				<b>9.5%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
To ensure Physical Education is assessed accurately and in more detail.	Implementation of Amaven Challenge Days.  Logins created for all staff to access online assessment software.	£1758 cost allocated to Amaven Healthy Schools, PE and School Sport Programme.	Pupil assessment data is broken down into fundamental movement skills, ensuring that pupils know exactly how they are performing in each area. This has given them more information than previous grading of working towards, expected or greater depth  Teachers have the ability to analyse individual pupil data and whole class data to focus on particular skills and/or develop these during active minute sessions.  NB. Due to the circumstances surrounding Covid-19, analysis of assessment data has not been able to take place this academic year.	Teachers will deliver Amaven Challenge Days every term and use this information, in conjunction with formative assessment, to grade pupils and set targets.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				<b>17%</b>
Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<p>The subject leader undertook Manchester PE Association training in order to upskill their own knowledge and understanding so they can confidently disseminate to all staff, thus increasing their knowledge and confidence.</p> <p>Staff undertook CPD from Junior Stars Ltd in gymnastics and dance in order to up-skill their own knowledge and understanding to confidently deliver well-structured sessions.</p> <p>Staff undertook CPD from Manchester City in order to up-skill their own knowledge and understanding to confidently deliver active play sessions.</p>	<p>Invested in membership to the Manchester PE Association.</p> <p>Liaised with SLT to ensure staff meeting time was allocated for PE.</p> <p>Subject leader disseminated information to governors during scheduled meeting.</p> <p>All staff provided with the opportunity to observe qualified coaches.</p>	<p>£2730 cost allocated to Junior Stars Ltd.</p> <p>£475 cost allocated to Manchester City Play Programme.</p>	<p>Staff are confident in the delivery of PE and all agree that Junior Stars Ltd are an excellent company for CPD.</p> <p>NB. Due to the circumstances surrounding Covid-19, the % of pupils achieving expected or above has not been able to take place this academic year.</p>	<p>The subject leader will continue to attend Manchester PE Association training to keep up-to-date with developments.</p> <p>Two PE staff meetings will be scheduled to discuss PE long-term overview/skills map and assessment.</p> <p>Learning walks will be scheduled to review the quality of PE lessons and speak to pupils.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				48.5%
Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<p>To offer morning clubs on all days of the week.</p> <p>To offer at least three after-school clubs across the week.</p> <p>To offer lunchtime physical activity.</p>	<p>Provided a broad range of morning, lunchtime and after-school clubs across year groups.</p> <ul style="list-style-type: none"> <li>-Dance</li> <li>-Archery</li> <li>-Dodgeball</li> <li>-Fitness</li> <li>-Tag Rugby</li> <li>-Netball</li> </ul>	<p>£9006 cost allocated to Shooting Stars Ltd and Starting XV Ltd.</p>	<p>Registers show morning and after-school clubs have been very successfully attended. Pupils who attend are receiving breakfast in the morning and starting the day in a very positive mood.</p> <p>The tag rugby club has not received high numbers of pupils.</p>	<p>A wider variety of available lesson plans allows staff to deliver a broader experience of a range of sports should they deliver morning or after-school clubs.</p> <p>Consider an alternative club for tag rugby.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
To increase participation in competitive sport.	<p>Manchester PE Association inter-school competitions attended throughout the year.</p> <ul style="list-style-type: none"> <li>-Cross-Country</li> <li>-Tag Rugby</li> <li>-Mini-Tennis</li> <li>-Athletics</li> <li>-Basketball</li> </ul> <p>Virtual Sports Week 2020 and personal challenges completed to encourage intra-school competitions (see video).</p>	£900 cost allocated to Manchester PE Association Membership.	<p>Pupils have thoroughly enjoyed taking part in competitive sport against other schools.</p> <p>Pupils understand that continued perseverance leads to improvement, as evident in their virtual sports week scores.</p> <p>NB. Due to the circumstances surrounding Covid-19, the number of inter-school competitions is lower than previous years.</p>	<p>The Manchester PE Association competitions will continue to be attended.</p> <p>Staff will aim to embed more intra-school competitions into their planning across the whole-school.</p> <p>Class Dojo will be used to encourage virtual intra-school competitions and personal challenges.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Adam McCarthy

Date:	July 2020
Governor:	
Date:	