

# 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 2020:	Areas for further improvement and baseline evidence of need:
School Games Recognition (Gold) Award Virtual School Games Award	To increase the percentages of SEND children and the least active children involved in after-school clubs and/or sporting events/competitions.

Meeting national curriculum requirements for swimming and water safety.	Based on 70% of the cohort
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.	68%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	57%
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.

Academic Year: 2019/20		Total fund allocated: £19, 250 (£15,709.27 has been used. £3540.73 to be carried forward)		Date Updated: 13.7.20	
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					Percentage of total allocation:
					31%
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:
To engage pupils in regular physical activity beyond PE lessons.	Health Mentor will work with staff/children at lunchtime to develop zoned areas, games and train children to become play leaders.		Health mentor £3523.74	There are now more activities available (and being used) at lunchtime, with children being engaged in a physical activity.	Continue with lunchtime activities.
	To use the forest school trainer to support staff in more effective use of the outdoor area, which they can then start to utilize independently.		Forest School £2405	Many year groups have had forest school sessions for a half term each. Children have gained in outdoor, physical confidence, had new experiences and learnt some new skills.	Embed outdoor, physical activities into the curriculum.
	To implement the Daily Mile from years 1-6.		Total £5928.74	We had a Daily Mile Launch day and classes had begun taking part in the Daily Mile on non-PE day (before Covid-19).	Possibly use forest school next year to support teachers with this by planning for specific curriculum-linked skills before each half term of forest school.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%

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:
To raise the profile of PE/Sport and physical activity.	<p>To introduce The Daily Mile as a means to increase the amount of physical activity throughout the day.</p> <p>To begin Forest School sessions to increase physical activity in the outdoors and improve mental health and wellbeing.</p>	(listed elsewhere)	<p>The Daily Mile Was introduced via a launch day, with a Daily Mile coordinator leading an assembly and supporting classes with their first Daily Mile. Children now engage in the daily mile 3 times per week (on days when they do not have PE). After the session, they are often more able to focus on the learning in the classroom.</p> <p>Children have been engaged in the forest school activities and have learnt new, outdoor skills.</p>	To continue with the Daily Mile after schools return from lockdown.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
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:
To provide appropriate CPD for staff to increase their skills and confidence in different areas of PE.	<p>To provide OAA (orienteering) training for staff.</p> <p>To invest in the Leeds West Academy Offer – expert PE teacher support staff in lessons.</p>	<p>LWA Offer £3500</p> <p>PE Scheme £455</p> <p>PE equipment 2334.53</p> <p>Total £6289.53</p>	<p>Orienteering and OAA days with trainers were planned and booked but had to be cancelled due to Covid-19.</p> <p>Teachers worked with the specialist teacher on unit from the LTP/scheme and decided on a target to work towards, eg extending more able, children taking the lead more in the lesson etc. The specialist supported them to use the new scheme, plan lessons and achieve the target. Teachers became more confident at using the scheme and manipulating it to suit their classes more. Lessons were of a higher standard and children achieved at a higher standard.</p>	<p>Re-book Charlie P. and Simon M to work with classes and teachers on OAA and orienteering.</p> <p>Teachers are more competent at teaching units of outdoor PE.</p> <p>If we are able to have the specialist teacher again next year, we will make sure that he is working on a different unit with each year group in order to widen teacher expertise.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Additional achievements: To include a range of after-school sports clubs which cater for the interests of different children.</p> <p>To develop a whole-school long term plan which includes a range of skills and sporting activities for all children.</p>	<p>To include some less competitive physical activities, e.g. dance, quidditch, which will appeal to different groups of children.</p> <p>To ensure that teachers are following the ltp.</p>	<p>£1320 Premier Sports</p> <p>£510 LED</p> <p>£735 TTS</p> <p>Minus parental contributions of £374</p> <p>Total - £2191</p>	<p>This year we had gym and dance as after-school clubs (as well as other more traditional sports). These 2 clubs were particularly well attended by KS1. Football and basketball were popular with KS2.</p> <p>We ran a girls football club which attracted 6 girls. However, previous only 1 or 2 girls had gone to football club. Due to the club, we were able to take girls to a football competition, which we previously had not had the numbers for.</p> <p>We did have boxercise and Quidditch booked, but they we cancelled due to Covid-19.</p> <p>38% of the children identified as the least active took part in an after -school club for at least a half term.</p> <p>22% of SEND children took part in either an after-school club or a competition.</p>	<p>We need to continue working on encouraging girls to engage with football (and other competitive sports).</p> <p>KS2 had a lower take-up of after-school clubs, so it would be good to question the children about their interests and include these.</p> <p>We would aim to increase the numbers of SEND and the least active participating in physical activity.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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:
To increase opportunities for different groups of children to participate in sporting events e.g. SEN/girls etc.	<p>To arrange for a girls only after-school football club.</p> <p>To increase the participation of girls in football competitions (last year we had no interest from girls in football).</p> <p>Member of staff to have training (via SSP) in delivery of a girls football after-school club.</p>	£1300 West Leeds Sport Partnership buy in.	<p>12% of SEN children have been involved in inter-school competitive sport.</p> <p>22% of KS2 Children have been involved in inter-school competitive sport.</p> <p>We were able to take a girls' football team to a competition this year, which we could not do the previous year.</p> <p>A member of staff had training in order to deliver a club for girls on football skills (couldn't do the club this year due to Covid-19).</p>	<p>The % of SEN entering inter-school competitions increased by 1%, but the % of KS2 accessing competitions decreased by 5%; however, schools closures will have affected these percentages this year.</p> <p>We need to continue to encourage girls into football.</p>

Signed off by	
Head Teacher:	FS
Date:	July 20
Subject Leader:	DM



Date:	July 20
Governor:	
Date:	