

# Evidencing the Impact of the Primary PE and Sport Premium

2019/2020  
Academic Year

Commissioned by  
Department for Education

Created by





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

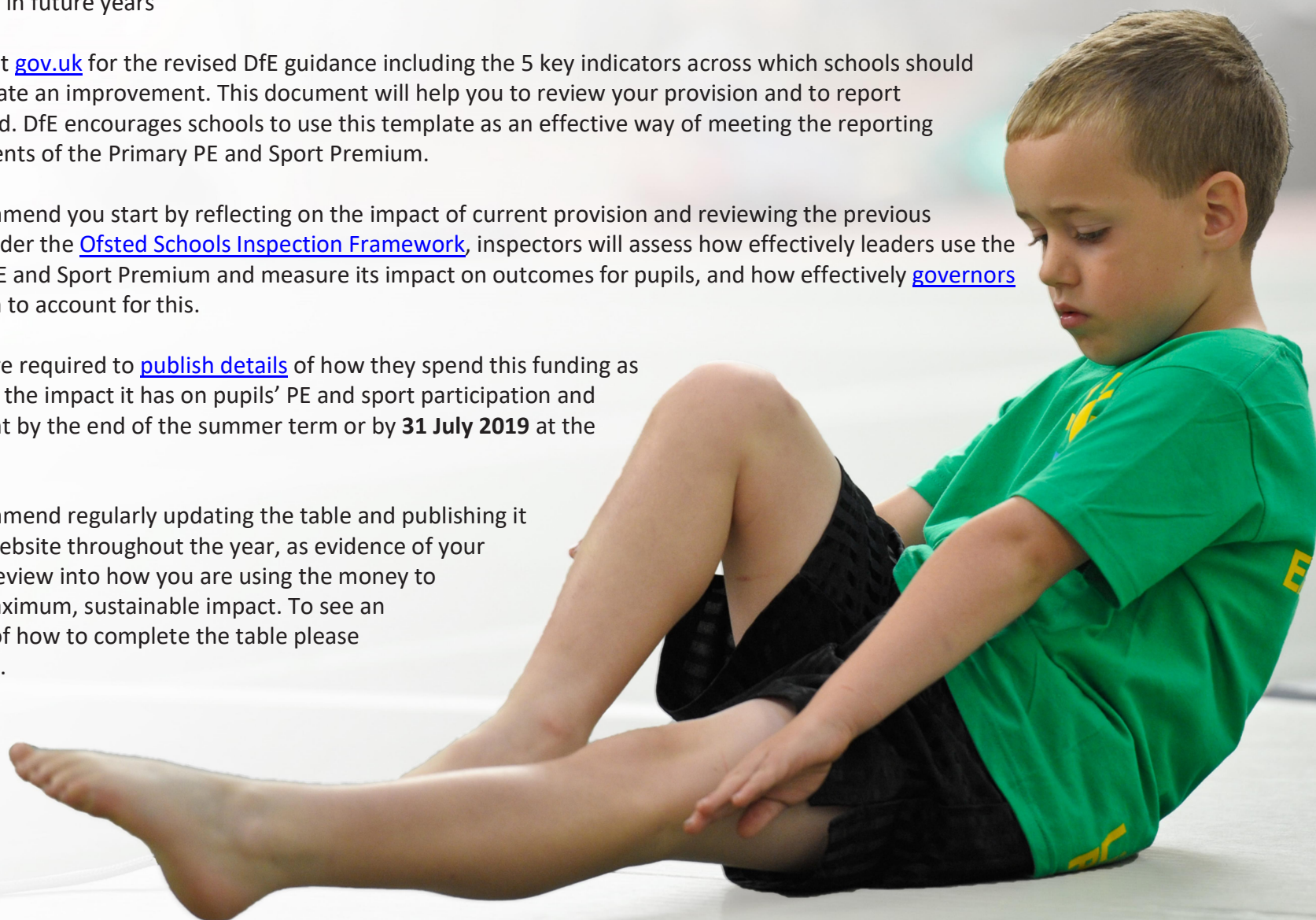
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>The school has been proactive in increasing the amount of time children spend being active in school, meeting the target of 30mins of physical activity daily. (Introduction of Daily Mile running track and break and lunch time equipment)</li> <li>Teachers up skilled in a variety of sports as a result of training from/observations of coaches.</li> <li>TA's training to support and deliver PESSPA across the school.</li> <li>Increased participation in sports competitions with a high level of pupils involved.</li> <li>The school achieved Gold Award in the School Games Mark.</li> <li>School raised a higher profile of outdoor learning, increasing physical activity of children.</li> </ul>	<ul style="list-style-type: none"> <li>Up skilling teaching in areas of weakness in order to deliver fun and engaging lessons.</li> <li>Purchasing equipment for all Covid-19 bubbles to undertake physical activity.</li> <li>Whole school tracking of pupils' activity levels to ensure all children are meeting the 30mins of physical activity in school.</li> <li>Earlier intervention of swimming top up lessons to increase percentage of pupils leaving Year 6 able to swim.</li> <li>Increase provision of support and opportunities for SEND.</li> <li>Increasing the range of extra-curricular activities.</li> <li>Deliver training and provide learning opportunities to promote good mental health.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	78% (Year 6 didn't swim this year due to Covid-19. Year 3 had their swimming cut short).
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?	78%
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 due to Covid -19

## 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 students today and for the future.

Academic Year: 2019/20	Fund allocated: £18,890	Date Updated: 27/07/20		
	Carry forward 2019/20: £12,600			
	Total funds available: £31,490.00			
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				42%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Increase the provision of activities by the school to insure all pupils are active for 30mins a day.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to run Daily Mile initiative and PE Leader to source running track.</li> <li>Wildplay Forest school training and Forest School Leaders training.</li> <li>PE Leader to research and purchase play equipment to promote physical activity at break.</li> <li>PE Leader to meet with MDSA's frequently to discuss break time provision and provide refresher training.</li> </ul>	<p>£8,745</p> <p>£2,963.27</p> <p>£105</p>	<ul style="list-style-type: none"> <li>Running track sourced, all pupils engaged in 30mins of activity day, with most children engaging in moderate to vigorous activity.</li> <li>More opportunities to provide pupils with a range of activities to be active in their learning.</li> <li>MDSA's have increased their level of engagement with pupils during break times - MDSA's provide children with a range of activities during lunch break, increasing their</li> </ul>	<ul style="list-style-type: none"> <li>Equipment sourced and purchased to allow children to play actively during their break and lunch times. Each bubble (Covid-19) requiring equipment, as it cannot be shared.</li> <li>Ensuring physical activity is moderate to vigorous for all pupils.</li> <li>Continue support and training given to MDSA's to allow them to keep high levels of activity during lunch break.</li> </ul>

	<ul style="list-style-type: none"> <li>TA training on running physical activity sessions to allow for more Physical Extra-curricular activity.</li> <li>PE Leader to carryout observation and tracking of children's time spent physically active during the school day.</li> <li>Sports Leader Course</li> </ul>	<p>£1,195</p> <p>£185</p>	<p>level of physical activity.</p> <ul style="list-style-type: none"> <li>TA's now are sufficiently trained to deliver PE and School Sports, including the running of Extra-curricular activities.</li> <li>PE Lead has carried out observations of pupils' activity, pupils observed showed on average 82% of their break times engaging in moderate to vigorous activity (Based on Teacher observation/opinion).</li> <li>Through pupils leading activities, physical activity opportunities increase during break/lunch times.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the level of Extra-curricular sports ran throughout the year.</li> <li>Implement system of tracking physical activity across the wider school.</li> </ul>
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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:
				40%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To increase the participation of all pupils in PE, School Sports and Physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to run Daily Mile initiative and PE Leader to source running track.</li> <li>PE Leader to create an initiative for increasing the physical workload of pupils within daily mile sessions.</li> </ul>	£8,745	<ul style="list-style-type: none"> <li>Installation of a running track has enthused children in running and have become more engaged with running activities.</li> <li>Teachers have developed games/activities/challenges to be included through the daily mile challenge – a visible improvement seen in the pupils' willingness to engage.</li> </ul>	<ul style="list-style-type: none"> <li>Implement system of tracking physical activity across the wider school.</li> <li>PE Lead to look provision for PESSPA, in case another lockdown is to occur.</li> <li>Introduction of certificates/rewards for pupils engaging in PESSPA.</li> <li>Securing pupils awareness of mental health within PESSPA.</li> <li>Plan for trips to sporting event to raise profile of sport and thus pupil engagement back in school.</li> </ul>
	<ul style="list-style-type: none"> <li>PE Leader to research and purchase more play equipment to promote physical activity at break.</li> <li>To celebrate achievements of pupils within school – Daily Mile certificates etc...</li> <li>PE Lead to liaise with Outdoor Learning lead to</li> </ul>	£2,963.27	<ul style="list-style-type: none"> <li>The level of pupil engagement in physical activity has visibly increased for most pupils. With children observed being active during their break/lunch times for 95% of the time, using equipment.</li> <li>Certificates sourced and presented to pupils for Daily Mile achievements.</li> <li>More opportunities to provide pupils with a</li> </ul>	



	<p>organise and run training to provide staff with knowledge on how to take learning outside and make it more physical.</p> <ul style="list-style-type: none"> <li>• Provide children with exciting learning opportunities, using the expertise of Sports Coaches to engage children in their learning.</li> <li>• Throughout the Covid-19 lockdown period – provide alternatives to PESSPA outside of school.</li> </ul>	£912.50	<p>range of activities to be active in their learning.</p> <ul style="list-style-type: none"> <li>• Pupils voice suggests that pupils have enjoyed the learning undertaken with sports coaches. The pupils' felt that the lessons were fun and excitement and wanted more coaches in the future.</li> <li>• School sent out physical activities from our PE scheme for parents to engage in with their children at home, with school encouraging pupils/parents to post their achievements on our social media platform.</li> </ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To develop all staff's knowledge of teaching sport so that they are confident in their delivery.</li> </ul>	<ul style="list-style-type: none"> <li>On going training for new staff and future new staff. On schemes of learning used in school.</li> <li>PE Leader to assist staff with understanding their planning. Monitor staff's knowledge and teaching, where necessary providing further training.</li> <li>PE Leader to provide staff with training in specific areas of need when requested or identified.</li> <li>PE Leader to monitor and ensure progress is made by all pupils through assessment and observation.</li> <li>To provide non-teaching staff with training to allow them to assist and deliver PE and physical Extra-curricular clubs.</li> <li>Coaches sourced to up-skill staff in areas identified by the PE Lead.</li> </ul>	<p>Training provided was in house.</p> <p>Training sourced was provided for free – (Covid-19)</p> <p>£1,195</p> <p>£912.50</p>	<ul style="list-style-type: none"> <li>All staff have received training allowing them to feel more confident within their own teaching practice.</li> <li>A large proportion of TA's have received training allowing them to feel more confident to support PE and lead it where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to receive training in specific areas of weakness that are self-identified. Coaches used to up-skill staff in these areas providing them with on the job training.</li> <li>PE Lead to provide further support to staff and seek further training where required.</li> <li>On going training for new staff and future new staff. On schemes of learning used in school.</li> <li>Increasing staff awareness and understanding of mental health within PESSPA.</li> </ul>



	<ul style="list-style-type: none"> <li>• Buying into the FHPSSA.</li> </ul>	£895	<ul style="list-style-type: none"> <li>• Support given to PE Lead throughout the year.</li> <li>• Enhancing the experience and networking of PE Lead.</li> <li>• Further assistance provided by FHPSSA to train staff (Didn't go ahead due to Cov19).</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to buy into FHPSSA.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To enter in more competitions with the locally organised sports events and increase the competition held within school.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to buy into the locally run sports competitions in the local area and enter competitions we have not entered before.</li> <li>Provide extra-curricular clubs to train for new sports competitions.</li> <li>PE Leader to organise internal sports competitions e.g. class vs class.</li> <li>Provide transport to and from competitions when necessary</li> <li>Throughout the Covid-19 lockdown period – provide alternatives to competitions.</li> </ul>	<p>£150</p> <p>£287.79</p> <p>£240</p>	<ul style="list-style-type: none"> <li>Where it has been possible the school has entered competitions run in the local area.</li> <li>Extra-curricular clubs allowed for further training – we won the dodge ball competition due to the additional training.</li> <li>Internal summer competition run between classes did not go ahead due to Covid-19. But all pupils had some form of internal competition throughout the year.</li> <li>School sourced competition resources and sent these out via our social media platforms. Pupil engagement in these competitions was high. Pupils encouraged to feedback their performance to the school.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to buy into the local sports competitions calendar.</li> <li>Increase internal competitions across classes.</li> <li>Increase the range of extra-curricular clubs leading to competitions.</li> <li>Where necessary provide transport for pupils unable to travel to competitions.</li> </ul>

<p><b>Total Spend:</b> £14,444.61</p> <p><b>Carry forward to 2020/21</b> (due anticipated spending being restricted because of COVID-19): £17,045.39</p>	
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