



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](#) 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:
<p>Investment and Implementation of what will be a whole school approach to a new PE curriculum.</p> <p>A wide variety of OSHL Clubs offered engaging 96% of all young people</p> <p>Representation at several festivals, Level 2 and Level 3 Gymnastics Competition (you could add the exact number if you like and have the info to hand)</p>	<ul style="list-style-type: none"> • Continue to embed the new PE curriculum across whole school, sustain developments at the heart of the whole school. • Raise the advocacy and importance of PE, School Sport & Physical Activity including Well-being to parents/careers and local community for lifelong participation. • Continue to attend events offered from festivals to Level 2-3 competition. Offer a wide and diverse OSHL Programme

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	Not applicable as stand alone infant school. This could be considered in the future.
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	Not applicable as stand alone infant school. This could be considered in the future.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Not applicable as stand alone infant school. This could be considered in the future.
<p>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?</p>	Not applicable as standalone infant school. This could be considered in the future.

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: £17,800		Date Updated: July 2020	
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:
					%
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: £17,800 Funding spent: £15,213.23	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
To provide resources that encourage and allow for regular physical activity	To allow some money to be put towards the investment of a new bicycle and scooter shelter on the school premises – promotion of active travel	£1500 (£1500 spent)	The shelter has been erected and when school is re-opened I expect to see it being used by an increasing number of children – supports raising the profile of leading healthy active lifestyles	Analyse methods of travelling to school and create a competition between classrooms in EYFS and KS1. Staff to decide weekly on 'most active' classroom and the winning classroom will win a trophy.	
	To invest in resources to be used in KS1 playground at breaktimes to encourage physical activity and the development of physical literacy	£700 (£774.70 spent)	Children have enjoyed using the playground resources invested in – encouraging positive behaviours and increase in physical activity	Audit the condition of playground resources so that they can be replenished when necessary. <i>Due to COVID-19 pandemic the use of resources at breaktimes is unlikely to happen due to the need to ensure the passing on of germs does not occur. Cleaning after use will be very difficult.</i>	

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 improve teaching of PE and outcomes for children in terms of their physical literacy	Invest in Real PE scheme of work, as part of the Real Legacy package, in order to focus teaching on fundamental movement skills. Thus leading to greater potential to lead an active life in the coming years and adulthood. Ethos of Real PE can be seen in the school hall – cogs display.	£3200 (£3200 spent)	Impact has been hampered significantly by the COVID-19 pandemic. Moreover the school hall was out of bounds for the first term and a half of the year, meaning teaching of PE was made very difficult and the roll out of Real PE was unable to happen until very close to Christmas. Teaching staff have not had enough time to embed the pedagogy of the new scheme, though they have been complimentary about it.	More training via the Real PE support package in terms of staff training so that teaching staff can become more confident in the delivery of the new scheme. As COVID-19 will still be significantly impacting the school life this will more than likely have to be placed on hold.
	Invest in 2x bespoke dance units to be created by AB Dance, including all music licenses, planning and resources. Alison Bacon will also provide training in the form of morning sessions for both year 1 and year 2 so that teachers can observe how units are taught effectively	£1000 (£1000 spent)	Units were invested in and training provided successfully. Teaching staff taught units and children enjoyed creating and taking part in a range of dances to a variety of music, using props to enrich their dance routines.	These dance units will be used in the Year 1 and Year 2 dance curriculum

	Role of PE and school sport school governor training	£15 spent		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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 enable all members of staff teaching PE lessons as part of the curriculum, as well as other members of the team providing opportunities for physical activity, to provide high quality provision to all learners	SSPAN Membership – offering a wide service supporting all key indicators TLR - PE coordinator To invest in the resources required, following an audit, so that the Real PE scheme of work can be taught to all children All staff members to be provided with CPD training in the Real PE scheme of work. This will take the form of 2x twilight sessions lasting 2 hours each and the opportunity for every member of the teaching team to observe a lesson being	£1000 (£1000 spent) £2630 (£2630 spent) £1500 (£916 spent) Included in Real Legacy cost of £3200 detailed in key indicator 2.	Provision of quality festivals and competition, supportive network meetings allowing sharing of good practice across the Infant sector, 1:1 support of the PE/Sport Prem Allocated time is given to ensure a sustainable approach is embedded across whole school, professional CPD undertaken and disseminated across whole school when appropriate – accountable to PE Sport Prem Spot including contact with Governors Teaching staff are able to locate everything they need in order to teach the Real PE scheme of work in a variety of ways.	The value of the SSPAN membership and embedding across whole school but also City wide continues – new innovative programmes are continually developed incremental HWB/Staff HWB Head values the responsibility and the time required to ensure a fully embedded practice is in place – directed by myself Continue to audit quality of equipment so that it can be replaced if necessary. Listen to staff feedback about any extra equipment required. Invest in member of staff to keep the PE store clean and tidy for ease of

	taught by an expert Real PE practitioner		Teachers reported that the training provided was useful and praised the external provider leading the training.	use. More training is required in the form of refresher training sessions and team teach sessions with an expert coach. This will be invested in when possible due to the COVID-19 guidelines and advice
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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	
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 children with a broad range of sports clubs, curricular and extra-curricular activities	To work with SSPAN in order to provide external sports coaches to lead after school clubs and, where possible, providing children with new experiences	£1000 (£550 spent)	Children in KS1 enjoyed taking part in a range of clubs, yet sadly, due to the COVID-19 pandemic, the school year ended at the beginning of the second half of the spring term. XX % of YP attended OSHL Club	In light of the guidance and restrictions in place due to the pandemic, a variety of after school clubs will take place, yet they will be altered so that they involve minimum contact.
	To allocate budget in order to pay support staff for assisting and leading after school clubs – also supports staff development	£1000 (£1000 spent)	The use of support staff has meant that the sustainability of the provision of after school clubs has been maintained at a lower cost than solely using external providers.	The use of a small team of trained and highly capable support staff will continue to support and lead after school clubs.

	<p>Invest in archery kit so that archery club can be provided by the school to KS1 children in a sustainable way</p>	<p>£600 (£600 spent)</p>	<p>Archery sessions took place as part of an after school club for KS1 and were highly successful. Registers/photographs can be seen in portfolio</p>	<p>As soon as it is safe to do so this club will be offered to children again for KS1 children</p>
	<p>The Kimbles organisation will again be invited to help lead the F1 Sports Day morning and afternoon. Extra school staff will be paid to come into school and assist if it is not part of their contracted hours. Medals will be awarded to every child taking part.</p>	<p>£500 (£0 spent)</p>	<p>F1 and KS1 Sports Day could not happen this year due to the COVID-19 pandemic</p>	<p>Sports Days will hopefully be able to take place in Summer 2021 if it is safe to do so as it is an extremely important date in the school calendar.</p>
	<p>KS1 and Reception Sports Day will take place. Extra school staff will be paid to come into school and assist if it is not part of their contracted hours. AB Dance will attend to run a Zumba-style station to music for both children and parents to take part in. Gold, Silver and Bronze medals will be awarded to all children taking part.</p>	<p>£500 (£0 spent)</p>		
	<p>To invest in equipment for foundation stage children to access learning across the EYFS curriculum in terms of physical activity and physical literacy</p>	<p>£1500 (£1412.53 spent)</p>		

Key indicator 5: Increased participation in competitive sport				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 engage in local competition between other schools at mixed activity festivals and sport specific competitions	<p>Children in KS1 will attend at least 2 multi-skills festivals throughout the year.</p> <p>The futsal club children will attend a futsal tournament in a partnership between Imperial Avenue Primary School and other local primary schools.</p> <p>Children selected from the KS1 gymnastics club will compete in the East Leicestershire Gymnastics competition.</p> <p>Children selected from the Reception balanceability clubs will attend a balanceability festival.</p> <p>The KS1 football club will compete in the summer 5-a-side football competition.</p>	<p>Transport allocation for journeys to sporting events: £1170 (£615 spent)</p>	<p>Children who took part in gymnastics competition came second in the team competition and one child achieved an individual bronze medal. Upon returning to school this news was shared creating excitement and interest amongst other children</p> <ul style="list-style-type: none"> - Photos/trophies <p>Due to COVID-19 and the majority of sports festivals occurring in the spring and summer term, most of the planned opportunities for competitive physical activity were cancelled.</p>	<p>Continue to provide sporting and active opportunities where possible in the 'new normal' during the context of the current pandemic. Possibly in-school if guidelines dictate that sporting competition at other venues are unsuitable.</p>

Signed off by	
Head Teacher:	Mark Tipple-Johnson
Date:	29 th July 2020
Subject Leader:	Andrew Harris
Date:	29.7.2020
Governor:	Mrs Carol Browne
Date:	29.7.2020