

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

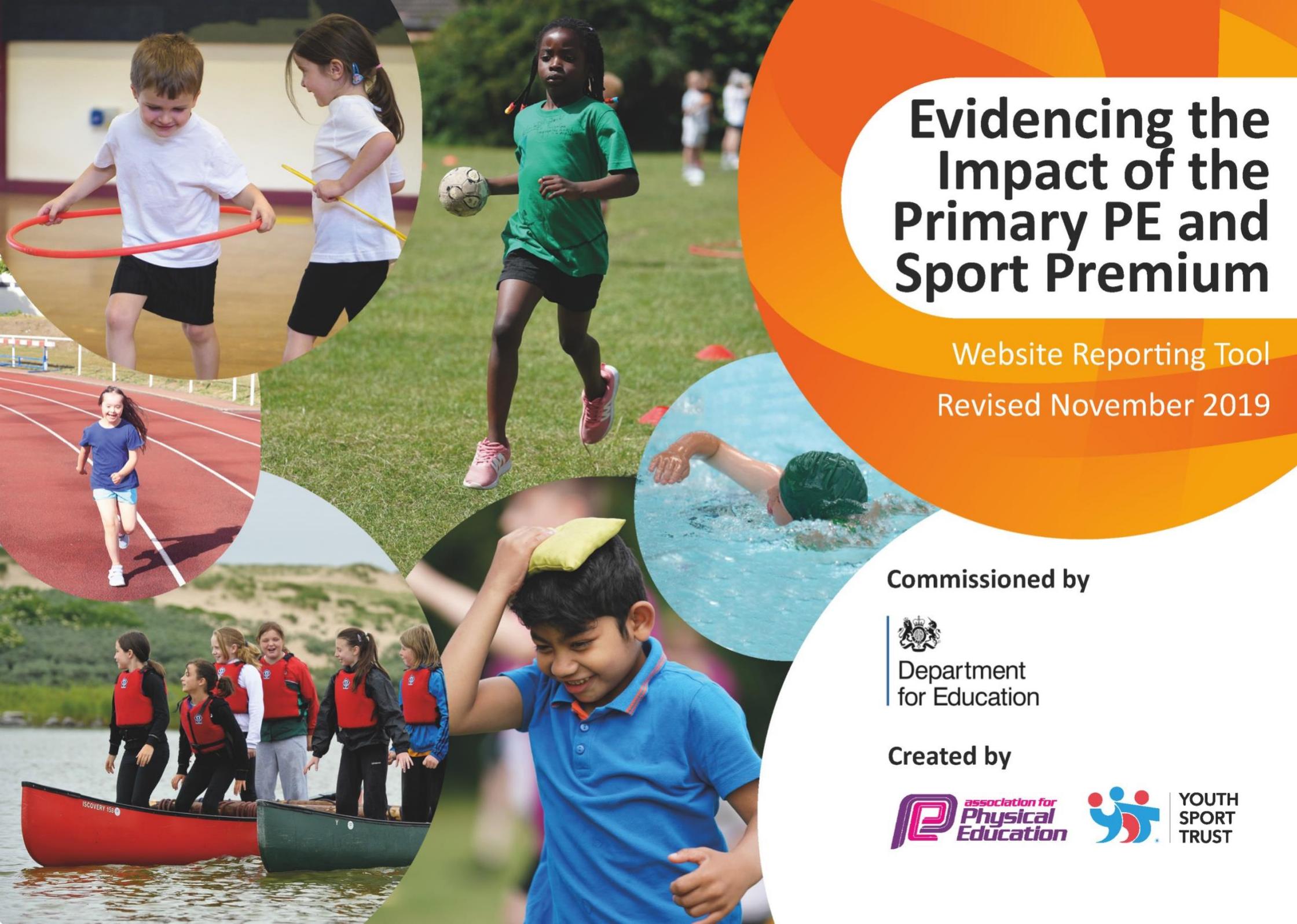


Department
for Education

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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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Achieving the <i>Gold School Games Mark</i> award for our commitment, engagement and delivery of competitive sport for the fourth consecutive year. • Winning the <i>SGO Challenge cup</i> by 131 points. • Hyndburn schools <i>Cross country</i> at <i>Wilson's</i> finishing 1st team overall, 1st Girls team, 2nd Boys team and <i>William</i> finishing in 1st place in the boys race. • <i>William</i> placing 4th in the county cross country at <i>Townley Park</i>. • We continue to offer a wider range of clubs • Winning the <i>Hyndburn Sports Award</i> for Primary School of the Year 2018 and attending the <i>Lancashire awards</i> in <i>Blackpool</i>. • Nominated for <i>Hyndburn Sports Award 2019</i>. • <i>Girls football</i> team reaching the <i>County Semi-final</i> at <i>Thorton-in-Cleveleys</i>. • Winning <i>Tri-golf</i>, <i>Year 3&4 tennis</i> and <i>Y5&6 cricket</i> allowing us to compete at county games. 	<ul style="list-style-type: none"> • Introduce a provision map which tracks the participation of each child throughout their school life. • Increase the confidence of staff delivering PE lessons, especially <i>FUNDamentals</i>. • To develop physical activity in inactive children and to enhance learning in low attaining children. • To develop the PE curriculum.

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>	76% increased to 77% after using the funding for extra sessions for the children who did not meet 25m
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	36% 2 strokes 24% 3 strokes

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>59% effectively and all children have been shown how to perform a safe self-rescue.</p>
<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>	<p>Yes/No</p> <p>Sessions for children with special educational needs and extra sessions for those children who did not meet national requirements.</p>

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: £21,350 £ 16000 + £ 5350 (£10 per pupil in Year 1-6 pupils)		Date Updated: 13/01/20	
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: 4.9%
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 introduce a provision map which tracks participation and helps identify the inactive children.	<p>Create a provision map for each class.</p> <p>Teachers to identify inactive children.</p> <p>Record clubs children have attended from the registers.</p> <p>Record competitions children have attended from Mrs. Ogden's risk assessments.</p> <p>Provide a variety of clubs that appeal to a range of children (e.g. Omnikon)</p>		£1000	<p>Success Criteria -</p> <ul style="list-style-type: none"> every child attends an extra-curricular physical activity Increased number of clubs <p>Impact - every child given the opportunity to participate in physical activities and a range of sporting activities outside of the PE curriculum</p> <p>Wider impact - Pupils are more active outside of lessons - willingness to take part.</p>	

	<p>Use external providers to provide activities where school staff are unable to offer clubs.</p> <p>Allocate staff to activities and provide necessary training and support (CPDs).</p> <p>Sport leaders to run clubs and target inactive children identified from the provision map.</p> <p>Provide each class with an Active 30 calendar so teachers can record active lessons and active blasts over the month.</p> <p>Provide playground leaders and staff with playground equipment to promote physical activity.</p>	£50	<ul style="list-style-type: none"> • Attitudes to learning improved - better concentration in lessons. • Decrease in behavioural problems 	
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<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: 1.4%</p>
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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>

To develop the PE curriculum	Attend CPD (Progression of Knowledge and Skills, Curriculum Design and Assessment in Primary Physical Education -'Intent, Implementation and Impact'.	£200	<p>Success criteria - New curriculum with a clear sequence of skills through the school</p> <p>Impact - New curriculum will allow more children to learn the skills and fill gaps in their learning.</p> <p>Wider impact - This will help all children physically, mentally and socially.</p>
	Complete 'Examining Teaching and Learning in Physical Education - Intent Implementation and Impact' provided by LCC.	£100	
	Complete an audit to help devise an action plan.		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				57.2%
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:
Increase the confidence of staff delivering PE, especially fundamental movement skills at KS1	<p>Specialist sports staff to up-skill teachers by working alongside to help raise confidence and quality of delivery in curriculum PE. Evaluate teacher confidence and plan accordingly.</p> <p>CPD for all staff regarding FUNdamentals and multiskills.</p> <p>Work alongside PE subject leader to assess some FMS skills. Use baseline data to adapt curriculum/planning to focus on weaker skills.</p> <p>PE subject leader to support teachers where needed.</p> <p>Create class folders to build a bank of resources.</p> <p>Audit staff strengths.</p> <p>Provide teachers with Learning</p>	<p>£11,520 (contribution to salary)</p> <p>£200</p> <p>£500</p>	<p>Success criteria</p> <ul style="list-style-type: none"> - Baseline assessment - Questionnaire on confidence of observing and teaching FMS. - Post intervention questionnaire on observing and teaching FMS. <p>Impact - increased attainment and confidence of all pupils in FMS.</p> <p>Wider impact - Higher quality PE provision.</p>	

	Journeys to support with planning of lessons/scheme of work.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
5.6%

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:
Offer alternative sports for children not interested in team sports.	Order equipment for new sports - Sport leaders to run lunch time clubs so that all inactive children have the opportunity to access some form of physical activity.	£1200	<p>Success criteria - Reduce the number of inactive children. Sport leaders run a lunch time club.</p> <p>Impact - Reduce the number of inactive children. Promote physical activity. Provide activities all children can access.</p> <p>Wider impact - Increase activity levels in all children and establish a love of sport and healthy lifestyles for the future.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8.6%
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>Continue to work alongside the sports partnership to provide opportunities for competitive sport.</p> <p>Provide intra school competitions across each key stage.</p>	<p>Begin to collect evidence so that we can achieve School Games Gold Mark award.</p> <p>Highlight pupil premium children and give opportunities to compete competitively via the provision map.</p> <p>Develop the confidence of other school staff to run after school competitive sports clubs and teams.</p> <p>Arrange friendly competition - inter/intra school - use neighboring schools or SSP.</p> <p>Trophies for end of year PE awards.</p> <p>Nominate a lead member of staff in each Key stage to organise competitions.</p>	<p>£1100</p> <p>£180</p> <p>£500</p>	<p>Success Criteria -</p> <ul style="list-style-type: none"> Develop confidence of other school staff to run after school competitive sports clubs and teams. Arrange friendly competition - inter/intra school -use neighbouring schools or SSP. <p>Impact -</p> <p>Provide an opportunity for as many children as possible to experience competitive sport.</p> <p>Wider impact -</p> <p>Build qualities such as teamwork and resilience which are essential when the children grow older.</p>	

	Provide transport to help children attend competitions	£50		
	Provide PPE for children for competitions. (Hockey - gum shields)			
Other				
To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water. - All remaining non swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE. - All pupils can perform safe self rescue over a varied distance so they are confident and safe in water.	provide sessions for children with special educational needs - Ensure staff attend Swim England professional learning swimming teachers course to accommodate increase in numbers. - To utilise the coach/PE subject leader based at the swimming pool to work alongside teachers.	£4750	70% of pupils can swim 25 metres at year 6. 40% of pupils can perform three strokes competently 90% of pupils can perform safe self rescue.	22.2%
There is a carry forward of £3,060 that has not been spent due to cancellation of events and provision because of COVID 19 this will be carried forward.				

Signed off by	
Head Teacher:	Sandra Hall
Date:	31/07/2020

Subject Leader:	Jack Walsh
Date:	13/01/2020
Governor:	
Date:	