

# 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>PE curriculum working well with 2 hours of PE timetabled and delivered, prior to covid closures.</p> <p>Robust after-school club program in place.</p> <p>Well attended lunch time competition system in place.</p> <p>Young Leaders have provided great support in lunch-time competition and this needs to be extended greatly.</p> <p>Woodhouse Community Primary has been awarded the Silver School Games Mark.</p>	<p>Planning and assessment to be reinforced through staff meetings and lesson observations.</p> <p>End of term swimming assessment/discussion, through swimphony to monitor progress.</p> <p>Ensure that the Active 10 is being given to ALL pupils and look into possibility of extending.</p> <p>Develop home school program to help to bridge the covid gaps.</p>

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><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.</p>	36%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	Yes/ <b>No</b>

## 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: £	Date Updated:	
<b>Key indicator 1:</b> 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
* To increase the engagement of all pupils in regular physical activity.	1. Repledge for the Active 10 award.	1. £0	Received award, pupils are currently active for 10 minutes every day.	Repledge and look to up to 20 if possible.
	3. Update and develop the after-school clubs and lunchtime competitions.	2. £4000 Staffing costs to run after school clubs( utilising staff/TA expertise)	Updated and well attended (see PE lead file) :stopped due to covid in March 20.	Continue with programme when possible as guidelines and restrictions allow. 3 half terms of staffing costs were used ( half of the intended allocation)
	4. Implement a home school physical activity program for KS1.		Both programs are planned and ready but have been unable to follow, due to covid rules.	Look to implement fully in coming academic year.
	5. Train young leaders in order to support the activity program.	3. £300 (storage)	Autumn training took place and YL were supporting the games and lunchtime leagues successfully. E.g. running the Kurling tournament	Look to continue to implement as restrictions and guidelines allow.
		5. £0		
<b>Key indicator 2:</b> 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 use PE and sport as a tool for whole school improvement.	1. Re-establish the sporting values throughout the school, through assemblies, certificates and stickers.	1. £50 (stickers)	Seriously affected by covid rules and lack of whole school assemblies. Children are aware of the 6 different values and teachers are identifying and rewarding pupils, who set a good example.	Continue when possible and ensure certificates and stickers are being awarded.
	2. Further develop the role of Young leaders by organising lunch-time competitions, leading the 8.45 dances and collecting and giving out the home-school packs.	2. £0	8.45 dance session lost due to timetable changes. Look into rearranging. Young leader training can be started ASAP.	Re-start when possible.



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 increase the confidence, knowledge and skills of all staff in the teaching of PE and sport.	<p>1. Audit all staff members and identify staff needs.</p> <p>2. Provide suitable CPD through the Education Enterprise SLA (6 twilight sessions, open to ALL staff).</p> <p>3. Provide further CPD through county training.</p> <p>4. Twice yearly lesson observations to be carried out.</p> <p>5. Staff meeting to re-establish of PE planning and assessment, through core tasks.</p>	<p>1. £250 (SL time)</p> <p>2. £450</p> <p>3. £2500 (courses + supply costs)</p> <p>4. £500 (supply)</p> <p>5. £0</p>	<p>Staff twilight sessions have been stopped, following covid. Staff meeting time needed to organise and update staff training.</p> <p>Will be carried out as soon as we're able to access.</p> <p>Online training available and staff audit will be carried out shortly.</p> <p>Some classes had 1 observation and others none. Need to establish in order to ensure quality teaching, planning and assessment is carried out.</p> <p>Should be organised as soon as possible, following the pupil's/staff's return to school.</p>	<p>Re-audit staff, when possible.</p> <p>Highlight all SLA training and organise attendance through Education Enterprise.</p> <p>Arrange CPD for staff, that can't be delivered through the SLA.</p> <p>Ensure this happens next year.</p> <p>Missed due to close down. Arrange once we are back to school.</p>

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:
* Increase pupil experience of a range of sports and activities.	<p>1. Update and deliver a lunch-time competition program.</p> <p>2. Audit and amend the after-school club program.</p> <p>3. Establish clear links with local sports clubs, who will advertise their club through assemblies and taster sessions for each class.</p> <p>4. Signpost suitable clubs for those pupils wishing to continue their learning, after the club has finished.</p> <p>5. Identify gifted and talented pupils and enroll them into the PE academy at Bishop Barrington.</p> <p>6. Ensure that each class takes part in a taster session and then attends a festival linked to it, via Education Enterprise SLA.</p>	<p>£500(equipment for sport leagues and OPAL outdoor play)</p> <p>2. £0</p> <p>3. £500( supply costs for non contact time)</p> <p>4. £0</p> <p>5. £0</p> <p>6. £500 (travel costs)</p>	<p>In Autumn, some resources were purchased ( balls, pallets, tyres etc) These were utilised by children accessing school in Key Worker provision in Summer term. Ready to go, as soon as it's possible to do so.</p> <p>Needs to be organise once we know what timeframe we are working to.</p> <p>Will happen once we restart the after school club program.</p> <p>Will contact Bishop Barrington to see if and when the academy will re-start.</p> <p>Ready to go, as soon as it's possible to do so.</p>	<p>P.E lead to update and audit resources to buy further for Autumn term as needed.</p> <p>Continue when possible.</p> <p>Continue when possible.</p> <p>Continue when possible.</p> <p>Continue if possible.</p> <p>Continue when possible.</p>

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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:
* Increase pupil participation in competitive sport.	<p>1. Follow the cluster festival program.</p> <p>2. Deliver 6 lunch-time competitions, throughout the year.</p> <p>3. Prepare for and attend the School Games competitions, via a closely linked after-school club program.</p> <p>4. Develop inter-school competition by joining the tag rugby and netball leagues, via the Education Enterprise SLA.</p>	<p>1. £1250 (festival fees)</p> <p>2. £150 (equipment) Play lead role to deliver contests £1900 LTS training £200</p> <p>3. £1300 (coaches and travel costs) Staffing costs for festivals (cover) £2000</p> <p>4. £450 (league fees + travel costs)</p>	<p>Autumn term- Rugby and football clubs were well attended with school making it to final round of Rugby festival due to high quality provision, training of children by staff and increased engagement in the sport.</p> <p>Will deliver program when possible.</p> <p>Will attend when possible.</p> <p>Ready to go, as soon as it's possible to do so.</p>	<p>Continue to follow program when able to do so.</p> <p>Re-start when possible.</p> <p>Continue to follow program when able to do so.</p> <p>Re-start when possible.</p> <p>Autumn term costs were used for cover, however festivals ceased in March. EE SLA still needed to be paid in full.</p>

Signed off by	
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Date:	Summer 2020 updated
Subject Leader:	S Lockey
Date:	Summer 2020 updated
Governor:	M Walker
Date:	Summer 2020 updated