



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:
<ul style="list-style-type: none"> • Development of Forest Schools. • Questionnaires completed. • New cricket and football equipment purchased. • An increase in external sporting events. • Key Stage 2 pupils experiencing residential activity days at Whitehall. 	<ul style="list-style-type: none"> • To ensure there is recovery for inter school competition post COVID. • To introduce opportunities to experience new sports and lesser known sports through taster days. • To ensure dance could be taught consistently throughout the school. • To increase pupil attendance and participation in lunchtime and after school clubs. • To purchase new PE equipment. • To develop staff's confidence in teaching all pupils including induction of new staff. • To ensure all pupils leave primary school being able to swim and to read a bike safely.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	19/25 76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	14/25 56%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	12/25 48%

<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 (£1200) To ensure Y4 and Y5 receive a term of swimming.</p>
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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: 20		Total fund allocated: £18,610		Date Updated: October 2020	
<p>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</p>					Percentage of total allocation:
					17%
Intent	Implementation		Impact		
School focus with clarity to achieve:	Actions to achieve:	Funding allocation:	Evidence and impact:		Sustainability and suggested next steps:
1. All pupils to participate in Forest Schools for 10 sessions.	A schedule is planned by the HT and PE lead.	£3,600	New PE Lead to coordinate and monitor the level of participation by pupils.		The annual school timetable to reflect sporting and physical activities. PE Lead to attend local cluster meetings and to work with local schools in improving provision and coverage for all pupils.
2. All pupils participate in the daily mile.	An allotted time is planned and the teachers take their class.				
3. Pupil Parliament for sport to carry out a weekly activity with the KS1 children to develop skills during lunchtime.	1. Choose Pupil Parliament. 2. Hold meeting and plan tasks. 3. Carry out tasks. 4. Review suitability and success. (Half termly)	£100	The PE Lead to be responsible for the Sports display board and to be supported by Pupil Parliament Sports Minsters.		
4. Each class to have a PE Covid box to be used monitored at playtime.	PE Lead to send a box to each class. Teacher to allocate a child to label all the equipment.	£200			
5. All classes complete a 'self-improvement task' each term.	Teachers to decide, monitor and implement suitable task. (Some examples might be how quickly they can go across the tyres or how many star jumps they can do in a minute.)				

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. (Physical Education School Sport and Physical Education.)				Percentage of total allocation: 14%
Intent	Implementation		Impact	
School focus with clarity to achieve:	Actions to achieve:	Funding allocation:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Key Stage 1 pupils to develop bike skills including core strength and balance using push bikes.</p> <p>2. Bike ability sessions for Year 5 to promote safe bike usage. Post sessions encourage riding to school as opposed to driving.</p> <p>3. Mark out a full size football pitch and buy new nets x 4.</p> <p>4. Order laminated permanent cricket stumps for outside.</p> <p>5. Consult with Tameside Sport to confirm further new equipment.</p> <p>6. To develop cross curricular approaches in ensuring pupils understand the importance of healthy lifestyles, including both diet and regular exercise.</p>	<p>1. To book 'balance bike' training for Reception pupils October-November 2020.</p> <p>2. To purchase new balance bikes and bikes for Key Stage 1.</p> <p>3. Work with Hollingworth Football Club to mark out the football pitch and to purchase football nets.</p> <p>4. October meet with Sports coach and in November purchase PE equipment.</p> <p>5. Allocate time for PE lead to develop plans for whole school initiatives. (For example, ride your bike to school do).</p>	<p>£510</p> <p>£1000</p> <p>£2000</p> <p>£250</p>	<p>The percentage of Reception and Year 1 pupils being able to balance and ride 'peddle bikes' increases.</p> <p>By Year 3 all pupils are able to ride bikes.</p> <p>The sports board is regularly updated with evidence of increased pupil participation.</p>	<p>Complete annual cycling questionnaires to establish the number of pupils who can't read bikes.</p> <p>Work with the trust bid writer to create a cycle path within the school grounds and attached playing field.</p> <p>Daily activities to include the use of class boxes for PE during break and lunchtime.</p> <p>The daily mile is completed daily.</p> <p>Lunchtime staff play with the pupils and teach them ball skills and new games.</p> <p>The tyre park is timetabled and used daily by pupils</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				45%
Intent	Implementation		Impact	
School focus with clarity to achieve:	Actions to achieve:	Funding allocation:	Evidence and impact:	Sustainability and suggested next steps:
<p>To utilise the Sports Coaches to train, mentor and deliver PE with staff so that pupils enjoy high quality teaching and progression is shown year to year.</p> <p>Sport clubs and competitions are delivered/coordinated by all staff.</p>	<p>1. To employ a Tameside Sports Coach who will offer training and mentoring programmes for staff CPD development.</p> <p>2. Lunchtime and after school clubs continue which a wide range of sporting opportunities,</p>	<p>£7,500</p> <p>£1000</p>	<p>An audit of teaching resources and teachers teaching expertise is completed.</p> <p>PE Lead to develop action plan, which reflects the staffs and pupils needs.</p>	<p>The Strategy to be reviewed termly.</p> <p>Annual PE Impact Statement to be published and PE Lead to present evidence of impact or the Governors.</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	
School focus and clarity to achieve:	Actions to achieve:	Funding allocation:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: To ensure all pupils have an opportunity to experience a variety of sporting activities.	<ol style="list-style-type: none"> 1. KS2 day visit to Whitehall to help develop resilience, team work and progress to a residential visit in Year 6. 2. Contact the wider community to seek expertise and support through the running of clubs. 3. Contact local clubs to see if they want to run taster days in school to entice children to join their club. 4. Review with Tameside Sport that a full balanced curriculum is taught, including: dance and gymnastics. 5. To develop links and arrange visits to Hadfield Bowling Club. 	£2000	<p>All Key Stage 2 pupils experience new activities including orientating, caving, bike skills, team building and problem solving.</p> <p>Pupils have the opportunity to learn about and take part in Crown Green Bowling.</p>	To be reviewed termly and to continue into the next academic year.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			13%	
Intent	Implementation		Impact	Sustainability and suggested next steps:
School focus with clarity to achieve:	Actions to achieve:	Funding Allocation	Evidence and Impact	
To ensure all pupils have the opportunities to participate and experience competitive games.	1. To subscribe to High Peak School and Sports Partnership affiliation. 2. To ensure the PE lead has time to coordinate and organise events. 3. To develop Inter- school house competitions as part of the recovery plan. 4. Contact the wider community to seek expertise and support through the running of clubs.	£2550 Annual transport costs TBA	The school's sporting profile within the local community is raised. The school achieves the Silver Games Mark Sporting accreditation.	To collect evidence to support the School Games Mark award for July 2021. Sports Strategy and PE school action plan to be reviewed termly.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	