



# 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>Funding to date has enabled us to employ a coach who, alongside staff, teaches the PE lessons in Year1-6, providing valuable CPD at the same time. This has enabled us to focus our time and experience on the range of sports offered at level 1 and 2 competitions. The focus in Autumn term in Years 5 and 6 was Basketball and on Indoor Athletics in the Spring term. In Years 3 and 4 the focus was on Tri-golf and Turbo Cricket. We entered level 2 and level 3 competitions in the Welwyn Hatfield Partnership. We won the Level 2 competition in Basketball, Indoor Athletics, Turbo Cricket and Football. Unfortunately due to Covid we were unable to compete in various level 3 competitions, but the level of sporting achievement this year was high.</p> <p>Additionally this year, funding went to an external sports company to support children within the key worker groups over the lockdown period, and ensure they were keeping active and supporting their mental wellbeing. All keyworker groups received half an hour a day of sporting activity, and in turn this provided them with something fun to break up their day and motivate them within class. It is noticeable that these children have maintained activity levels better and have come back to school in a better position sports wise through this supportive measure.</p>	<p>Ensure that now pupils are all returning to school that attention turns to supporting those children in greater need of sporting support. Whether that is due to a lack of exercise throughout lockdown, or to utilise sport as a valuable tool for the wellbeing of pupils within the school.</p> <p>It is crucial that the yearly targets for pupils in the next academic year are adjusted, as many pupils will have missed out on valuable learning throughout the summer term, and for many there will have been no replacement.</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>	85%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	85%

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>79%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No, it would have been used for top up swimming at the end of academic year to support those children that need more. However due to covid and school closures this was not achieved.</p>



<ul style="list-style-type: none"> <li>• Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</li> <li>• Use PE and sport to develop the whole person including thinking, social and personal skills?</li> <li>• Use PE teaching to aid fine and gross motor skill development?</li> <li>• Use sporting role models used to engage and raise achievement?</li> <li>• Ensure PE and school sport is visible in the school (notice boards, newsletter)</li> <li>• High quality PE lessons delivered during curriculum time.</li> <li>• Ensure that sport is used to support the wellbeing of children as they return to school through the key worker groups.</li> <li>• School staff better equipped/ more confident to teach PE in school</li> <li>• Sports leaders develop younger pupils into becoming leaders themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Employment of sports coaches</li> <li>• Continue to develop and use session plans specific to each year group.</li> <li>• Use of skills ladders to support the development of each child at their own pace.</li> <li>• Regular competitions (intra house/external) to provide lots of sports news for the school.</li> <li>• Ensure the needs of the children are met</li> <li>• Understand the differing levels of children as they return to school and plan accordingly</li> <li>• Run intra house competitions</li> <li>• Engage our group of young sports leaders to help engage the school within sport and assist running sports day</li> </ul>	<p>Sports development / co-ordinator £3270</p>	<ul style="list-style-type: none"> <li>• Personal development (physical skills, thinking skills, social skills and personal skills).</li> <li>• Attainment and achievement, behavior and attendance.</li> <li>• PE physical activity and school sport have a high profile and are celebrated across the life of the school</li> <li>• Continued progression of all pupils during curriculum PE lessons.</li> <li>• Interhouse competitions raise profile of competitive sport within school. As many children as possible to participate.</li> <li>• Sports leaders impact importance of sport/activity by being positive role models in the school</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the positive impact that PE and school sport has on academic achievement</li> <li>• School staff better equipped/more confident to teach PE in school</li> <li>• Monitoring use of schemes and whole school PE coverage</li> <li>• Sports leaders develop younger pupils into becoming leaders themselves</li> </ul>
--	---	--	--	--

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:
<ul style="list-style-type: none"> <li>CPD opportunities provided for all staff through use of specialist PE teacher and coaches employed during curriculum time. This will upskill staff and enable them to be more confident and to teach improved PE lessons in the future</li> </ul>	<ul style="list-style-type: none"> <li>PE lead used to help upskill teachers through modelling lessons, team teaching, help with planning and observations</li> <li>Class teachers use coaches to help develop knowledge and skills of specific sports.</li> <li>Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.</li> </ul>		<ul style="list-style-type: none"> <li>Continued progression of all pupils during curriculum PE lessons.</li> <li>Staff feel more confident in teaching PE beyond the period of the funding.</li> <li>Staff practice improves (observations)</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire to monitor student and staff attitudes towards progression in PE</li> <li>To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i></li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				60 %
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>Additional achievements:</p> <ul style="list-style-type: none"> <li>• Offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport</li> <li>• Providing additional links to community Sports Clubs</li> <li>• Provide indoor sporting provision and purchase of equipment for this.</li> </ul>	<ul style="list-style-type: none"> <li>• To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year)</li> <li>• Children to attend the extra-curricular clubs.</li> <li>• School to enter children into sporting festivals/competitions.</li> <li>• Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey</li> <li>• Equipment continues to provide opportunities during break and lunchtimes.</li> </ul>	<p>Provision of extra curricular activities £8400</p> <p>Provision of indoor sports activities £3500</p>	<ul style="list-style-type: none"> <li>• Increased number of clubs on offer.</li> <li>• Increased number of children attending clubs</li> <li>• Children that could not otherwise afford to attend sports clubs previously have the option to attend free school clubs supported by the premium.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop relationships with Community coaches so a broad and wide range of activities can be offered to all age groups.</li> <li>• Offer a new range of sporting activities such as archery, quidditch and outdoor adventurous activities.</li> </ul>
---	---	--	---	---



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25 %
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:
<ul style="list-style-type: none"> <li>We are part of the Onslow St Audrey Secondary School Family of schools which gives us the opportunity to participate in competitive sport, at level 2.</li> </ul>	<ul style="list-style-type: none"> <li>Use of minibus to transport children to events. Training sessions run by SSCO during PE lessons once a week to develop skills in competitive sports.</li> </ul>	Onslow £3000 Minibus £2000	<ul style="list-style-type: none"> <li>We won level 2 events in:               <ul style="list-style-type: none"> <li>Basketball</li> <li>Indoor Athletics</li> <li>Turbo Cricket</li> <li>Football</li> </ul> </li> <li>Qualified for level 3 events</li> </ul>	<ul style="list-style-type: none"> <li>Continue to buy into the Onslow Family of Schools and attend regular level 2 events across a variety of sports and year groups.</li> <li>Next Step</li> <li>To focus skills training in PE on competitive sports linked to the competition timetable. Enable all children the opportunity to be selected and represent Green Lanes.</li> </ul>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Liam Francis
Date:	30/09/20
Governor:	
Date:	