

# 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 **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 2020:	Areas for further improvement and baseline evidence of need:
<p>Many children participating in inter schools competitions in a range of skills/sports/disciplines. This resulted in some excellent results including awards and trophies in a number of sports.</p> <p>Intra school competition was started prior to lockdown in an effort to increase active participation across the school in competitive sport/activity.</p> <p>A range of extra equipment has been purchased to enhance PE learning as well as active endeavours during break and lunch times.</p> <p>We have begun work on encouraging our children to be active including the introduction of the Walk to School scheme and the hiring of fitbits to encourage children to be more active throughout their day.</p> <p>Work has been done with our outside providers to organize cross-curricular active workshops and a wider variety of activities such as archery.</p> <p>The PE lead at school has been enrolled on a certified PE Leadership course in order to develop his skills as a leader in PE.</p>	<p>Introduce and embed a robust and user friendly PE scheme of work (Get Set for PE). Training will be provided to staff to ensure that they are comfortable in using the scheme to teach and assess the children in their class.</p> <p>Developing PE learning suited to current covid-19 guidance and requirements including social distancing.</p> <p>Work towards achieving a level in sports mark award.</p> <p>Embed active blasts and the daily mile within our school routines to further encourage the children to lead active, healthy lifestyles.</p> <p>Continue to develop new activities using local amenities and specialized equipment. Particularly, we would like to set up an agreement with Kensington gardens to use their tennis courts for our PE lessons.</p> <p>Embed our active lifestyle schemes following the lockdown and unusual end to the previous academic year.</p> <p>Encourage participation from all year groups in competitive sport/activities including both inter and intra school competition.</p> <p>Train children to become play leaders and lead activities during school breaks.</p>

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

***Swimming was significantly impacted by the lockdown in the Spring and Summer Terms of 2019-2020. Unfortunately, classes did not participate in the swimming and therefore we do not currently have this data to hand.***

## 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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £9740 + unspent budget from 2019-2020 academic year (TBD estimated around £7000)		<b>Date Updated:</b> : 10/09/20 to be updated 26/07/21	
<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: <b>46 %</b>
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
<i>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:</i>		<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
a) Children will have a wider variety of planned opportunities to be active during their break times. High quality lessons will be conducted by external practitioners who are experts in PE teaching.		Playtime leaders will be trained and will lead activities with children in school.  External agencies will lead activities on the days which they are in school (Monday, Wednesday and Thursday).		No cost as training will be in house.  £4090 for specialist coaches	
				Children will achieve longer distances and be able to complete physical activity for sustained period, becoming fitter. A wider range of activities at lunchtime and increased engagement with activities where staff feel confident.	
				Potential opportunity to train play leaders externally if financially viable.  Monitor attendance and impact of active opportunities during the children's breaks.  Use pupil voice to identify the children's views of their break time opportunities and to gather ideas for improvement.	

<p>b) Children will be able to explain why regular physical activity is important and will have opportunities every day to be active.</p>	<p>Implementation of our Active Lifestyle Initiatives will support this. Children will be encouraged and rewarded for travelling to school in an active manner using our Walk to School scheme by Living Streets. Similarly classes will use Active blasts to give children short active breaks in lesson. The Golden Mile will be re-introduced when possible (starting once a week minimum).</p>	<p>No cost involved.  Walk to School Scheme estimated cost £375</p>	<p>There will be an increased number of children who have an active journey to school in the mornings.  Children will be fitter and healthier and will be able to explain the benefits of an active lifestyle.</p>	<p>Continue with the scheme to encourage active journeys. Potential to expand the scheme to include travelling home as well as into school.</p>
<p>c) Children in all classes will have the opportunity to take part in competitive sport.</p>	<p>Inter and Intra school competition will be introduced as soon as it is safe to do so.</p>	<p>£500 travel costs for travelling to SMSP for fixtures.</p>	<p>Children will enjoy the competitive element and be given a range of opportunities to practise their skills.</p>	<p>Monitor participation records to ensure that as many children as possible are taking part in competitive sport.</p>
<p>d) All children in every class will be able to explain why PE learning is important and can discuss clearly what they are learning in their twice weekly PE lessons.</p>	<p>A focus in PE lessons about why physical activity is important and discussing the benefits of active and healthy lifestyles.</p>	<p>No cost involved.</p>	<p>Children will be able to confidently and fluently explain the importance of physical activity.</p>	<p>In order for children to demonstrate their understanding they could produce a document presentation which could be shared on website explaining the importance of physical activity (this could be linked to positive mental health benefits too).</p>
<p>e) Every class will benefit from using the adventure playground</p>	<p>Adventure playground rota used to encourage active playtimes. MDS to supervise the use of this area at lunchtimes.</p>	<p>£2000 allocated for expected maintenance and renewal works.</p>	<p>Children will take great pleasure from playing on the adventure playground at least once a week.</p>	<p>Ensure that rota is being used consistently and that MDS have a range of activities which will work well with the adventure playground.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0 %
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:
a) Celebrate PESSPA by having a clear visible display which recognises the importance of PESSPA.	Create a PE display which is engaging and informative. This should include ideas for children to be active in school and at home. It should also share important news related to PESSPA	No cost involved.	Children will use the display to share their successes and to inform (and be informed) about PE initiatives, good practice, and learning.  The profile of sport across the school is positive and supports the importance of a healthy lifestyle. Children's attitudes and behaviour in sport/PE are positive.	As time progresses children can begin to take more ownership of the display and can take a greater role in producing the display. E.g. suggest what should go on there, make it more interactive and so on. Sports Leaders could be trained to support this.
b) Create a culture of an active Lifestyle as part of our daily school routine.	Implementation of our Active Lifestyle Initiatives will support this. Children will be encouraged and rewarded for travelling to school in an active manner using our Walk to School scheme by Living Streets. Similarly, classes will use Active blasts to give children short active breaks in lessons. The Golden Mile will be re-introduced when possible (starting once a week minimum).  Use fitbits to allow children to	No cost involved.  Walk to School paid for in Key indicator 1  Fitbits are loaned free of	More children will be active in their journeys to school. This will become apparent in class data which records the number of children that come to school in an active manner.  The Golden Mile will be a part of school routine and the children will be able to share their progress (how far they have gone/how many laps they can do in the time).	Monitor and ensure Golden Mile is happening regularly and consistently.  Conduct pupil and staff voice to see how Golden Mile can be further improved.

	observe their levels of activity and set personal targets linked to these. <i>(when safe to do so).</i>	charge from our South Norfolk Partnership.		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11 %
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:
a) Introduce a new, robust and user friendly PE Scheme which all staff will be confident and comfortable using.	Introduce and implement the Get Set for PE Scheme of work in the school.  Arrange training on the new scheme of work for all staff.	£550	All staff are confident teaching PE and understand how and where to get support. Staff are growing in confidence and the quality of teaching, learning and standards achieved is rising.	Observations will show increased confidence and quality of teaching.  Observations to show increased quality and use of PE Curriculum.
b) All school teaching staff to receive at least one PE related CPD session this academic year.	All staff will be trained on the new scheme of work by scheme personnel.  <i>Note: this may have to be virtual training online.</i>  Instigate a survey of all staff to ascertain skills/confidence gaps and strengths and plan training accordingly.  Training courses to be offered to all teaching staff in order to support their own skills and confidence.	Estimated curriculum training cost: £400  £1500 Allocated for CPD courses and cover for teachers to attend.  Survey to be completed by Dec 2020.	A range of CPD courses are arranged and staff take the opportunity to develop themselves in PE. All teaching staff will take part in PE-related CPD on AT LEAST one occasion in the academic year.	Monitor staff CPD and seek evaluation of the courses for future planning.  Identify further areas to address for CPD opportunities after feedback is received from courses embarked upon this year.

School PE Leader to receive personalised support and a recognised qualification.	PE Lead to be trained by VisionEd In order to develop his skills and confidence in becoming an effective PE Leader.  PE Lead to communicate regularly and develop links with PE Lead at St Mary and St Peter's (SMSP) in Gorleston. This will allow a sharing of expertise and best practice.	This is continuing on from last academic year. Costs associated were paid in the previous academic year.	PE Leader is more effective and confident in the role of PE Lead.  Greater collaboration between SMSP and StM will allow school to share ideas and expertise.	Schools will develop a mutually beneficial partnership in PE which will benefit the children.

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
**18 %**

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?:
a) A wider variety of activities will be made available to children's learning in PE and in extra-curricular clubs and activities.	The new scheme of work will allow the integration of a broader range of activities into our PE lessons including yoga and archery.  The long term whole school plan of sport activities will be produced to allow children to build on skills/sport related techniques but	£3000 for the purchase of school equipment including new sets of balls (football, basketball, netball and	Children are able to take part in all lessons with safe, effective equipment.  Children can explain how to use equipment safely and can discuss their learning across the different areas/skills/sports.
			Regularly check and monitor the PE shed to ensure it is fully stocked with all equipment that may be needed. The quality of equipment is checked regularly to ensure it is fit for purpose and new equipment is promptly ordered when needed.

	<p>also to benefit from a wider variety of sports and activities. A whole school curriculum map will use colour to make it visually clear that a broad range of spots and activities are taking place across the year groups.</p> <p>All relevant equipment will be purchased to ensure all lessons and activities can be taught effectively and the children receive maximum quality provision.</p>	<p>tennis) which need updating and replacing. This cost will also include new Sports Day equipment.</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16 %
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:
a) All children will have the opportunity to compete in competitive sport and activities outside of the usual PE lessons.	<p>The PE lead will ensure that all year groups will be able to participate in competitive sport using our North Suffolk Sports Partnership and our Lowestoft and Beccles Sports Partnership.</p> <p>St Marys will set up intra school competitions where the house system will be used create competitiveness. These will be year based and whole school based competitions with an ongoing tally kept for each house. At the end of the year a trophy will be presented to the winning house.</p> <p>St Mary will organise competitive fixtures with SMSP in Gorleston with both home and away fixtures being planned.</p>	<p>£2660</p> <p>This includes partnership subscriptions and travel and staffing costs.</p>	<p>Children will enjoy the competitive element and be given a range of opportunities to practise their skills.</p> <p>Children will have several opportunities to compete in intra school competition and inter school competition across the academic year.</p> <p>A wider range of clubs will be offered to pupils. Up to date resources will allow increased participation and quality with more children attending clubs, being active.</p> <p>More children will attend and want to attend events and feel part of a team.</p>	<p>Friendly and intra-school competitions will be completed using the school house system.</p> <p>Inter-school and out of school competitions to be organised with our School partnerships and with our links to SMSP.</p>

Signed off by	
Head Teacher:	Mrs Parker
Date:	
Subject Leader:	Mr Cross
Date:	
Governor:	Mrs Brooks
Date:	