

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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"> • Move and Play Home learning resources given to all pupils • Increased opportunities for all children to be physically active by providing additional infant shorts coaching for lunchtime play • Continued audits of PE resources • Purchase of PE resources to ensure delivery of high quality PE – including light weight gym mats, mat trollies , Sportshall indoor multiskills equipment • Intra school multiskills competition to give increased opportunities for all children to be physically active and enjoy competitive sport • Introduction of Runathon and Skipathon events as ways of encouraging sustained fitness and exercise • Outdoor and Adventurous Activity centre (Cabin of Creativity) and adventurous activity equipment installed into previously unused part of school site, allowing for wider opportunities for children to solve physical problems and develop teamwork using large equipment on school site. • 	<ul style="list-style-type: none"> • Move and Play resources to be given to families of all new entrants • Continue to employ lunchtime sports coach • Continue to audit and enhance PE resources • Multiskills events to be continued with Year 2 and extended to year One. Continue to develop partnership with Junior School and Year 6 Sports Leaders. • Runathon and Skipathon to continue as school events, lengthen the Runathon distance from last year • Continue to develop Outdoor and Adventurous Activity site , storage and resources to allow for equipment to be located at the site and enhance the range of equipment used by children in adventurous activity. Resource the centre to encourage wider range of curriculum subjects to be accessed through outdoor provision, particularly for the youngest pupils at school. • Develop after school multiskills club for Year Two and Year One pupils, ensuring opportunities for all to take part

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>	% N/A

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

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: £18700		Date Updated: July 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:
					%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<ul style="list-style-type: none"> All pupils across Early Years and Key Stage One given timetabled opportunities during lunchtime to engage in structured high levels of physical activity in a broad range of activities and games with a lunchtime Sports Coach so that all pupils want to participate in fun, engaging exercise to help improve their physical and mental health and well-being so that they are more fit and more able to take on challenges across the curriculum. <p style="text-align: center;">RUNATHON</p> <ul style="list-style-type: none"> All pupils in the school participate in Hyde Park Infant Runathon – aimed at raising all pupils 		<ul style="list-style-type: none"> Employ designated lunchtime Sports Coach to provide a wide range of sport and activities that promote team skills, cooperation, positive competitiveness, coordination, balance and fitness 1.5 hours per day Activities are timetabled so that all year groups have equal access to lunchtime sports coach and activities on offer. Regularly review activities and resources with PE Lead to ensure best delivery possible. All staff briefed at a training session by PE Lead on ways to motivate children, particularly those who are less fit, engage 		<p>Cost of employing lunchtime sports coach: £4480</p> <p>Runathon stickers - £22.50</p>	
				<p>Lunchtime Sports coaching has continued to deliver high levels of fun and exciting structured physical activity to all pupils, ensuring variety, enjoyment. This has continued to be an essential element of lunchtime play.</p> <p>“I had so much fun on the Space hoppers. I couldn’t stop and I got so puffed out” Year 2 child</p> <p>“Did you know we had to jump really high so the ball didn’t bump my toes” Year 1 child on playing dodgeball</p> <p>“Dan makes us run sooo fast to catch each other” Yearly Years child on playing Freeze and Melt</p> <p>Runathon did not take place this year due to COVID 19 impact</p>	
				Sustainability and suggested next steps:	
				Lunchtime sport activities will continue through to subsequent years as funding allows. An essential element to sustained sport , exercise and fun fitness for all children across all year groups.	
				Aim is to continue with RUNATHON next year , aiming to develop stamina	

<p>involvement in regular mini runs as least twice weekly to culminate in July in a celebration of achieving 15KM in Year 2 , 10KM in Year 1 and 7 KM in Early Years this is an increase from last year</p> <ul style="list-style-type: none"> • Pupils use Large Outdoor Adventure Trail to full capacity <p>PLAYGROUND Markings Pupils have wider opportunities to use playground as a resource for maintaining fun physical activity during play and lunchtimes</p>	<p>their interest and sustain motivation. Lead staff on ways to gradually increase fitness levels as the runs progress in frequency and ways to challenge children</p> <ul style="list-style-type: none"> • Safety Improvements made across the Snowdon Trail to avoid unnecessary slipping and minimize risks as pupils use equipment • Install additional safety features onto Adventure Trail – non -slip surfaces added onto wooden walkways and chain walk refurbished • Begin Phase one of playground markings improvement Audit existing markings and highlight improvements to be made Obtain quotes and order markings to be laid 	<p>Cost of certificates £6.60 Supply to cover planning, preparing resources and running training 2x day supply for PE lead £320</p> <p>£1000</p> <p>£2500 initial for phase One</p>	<ul style="list-style-type: none"> • Pupils use all elements of adventure trail and move around more confidently and freely • Markings delayed until Autumn 2020 	<p>and increased fitness levels to all pupils,</p> <p>Plans to remark the whole playground to include elements from all curricular areas to enhance physical activity in playground not just at play or lunchtimes</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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Intent	Implementation		Impact	22%
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"> Run a twice weekly after school multi activity sports club for all Key Stage 1 pupils with the intention that pupils will engage in fun high activity sessions where they will be taught the benefits of sport and exercise including greater fitness, physical and mental well being. <p style="text-align: center;">SKIPATHON</p> <ul style="list-style-type: none"> All pupils to participate in Skipathon programme, linked with support at home, culminating in a school 	<ul style="list-style-type: none"> Employ qualified sports coach to run twice weekly after school sessions throughout the year .all pupils invited from Year 2 and Year 1 . sessions in 6 week blocks Sessions will cover a range of skills offering team sports, dance, multiskills, <p>Staff training delivered by PE lead on benefits of skipping to improve fitness and coordination to help children’s skills across the curriculum, including writing</p>	<p>£ 3000 cost of coach for three terms</p> <p>£500 for club’s equipment and storage bags</p> <p>Training time £48.00</p> <p>PE specialist planning event,</p>	<p>This after school club was hugely successful, before a non related injury halted further sessions prior to COVID school closure</p> <p>Comments from children include “ These are just brilliant – I love the coconut shy games and when we work together to create dances to really cool music” Year 2 pupil</p> <p>From a parent “ My child has really blossomed since starting this club – making new friends and really enjoying physical activity more - she makes us all do exercise to music as a family!”</p> <p>Parent of a year 2 child SKIPATHON CANCELLED BUT AIM TO RE RUN 2021</p>	<p>All after school clubs are paused due to current conditions but important to view positive impact of such sessions for future in school</p> <p>Look to address ways to include all children at own level, scaling down difficulty for youngest</p>

<p>Skipathon Day in April. The profile of school sport was raised for the whole school community to share our aim to involve children and their families in improving heart health and coordination.</p>	<p>Each child across school to be given a skipping rope to take home with ideas for parents and carers, and links to websites for skipping games. PE lessons include some development and practise of skipping skills towards end of term Skipathon</p>	<p>resourcing event Running event in school – 1 day £160 cost of supply cover £350.00 cost of ropes</p>		<p>children but still aiming for physical fitness and improving coordination. Continue to run 20 21 Consider hoops or skipping poles as an addition</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			%	
Intent	Implementation	Impact	5%	
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?	
<ul style="list-style-type: none"> PE Lead to provide in – lesson support for teachers during gymnastics lessons, improving confidence in delivering pace, challenge, and independence for pupils transporting apparatus Pupils should be aware of how their PE skills can improve by having a greater understanding of how each discipline develops in complexity and difficulty and how they can progress to reach their goals. PE Lead feedback results from Multiskills sports event to class teachers and advise on further skills development for pupils so performance can be improved upon by June event 	<ul style="list-style-type: none"> PE lead to work alongside class teachers to ensure high levels of pupil participation, competency, challenge for all and independence and safe handling of equipment when transporting it. PE lead to review teachers planning and assessment to ensure progression of skills throughout school and correct terminology and vocabulary is taught Each teacher has progression of skills checklist for gymnastics, dance and games to clarify skill development and <p>PE lead take all results of pupil performances in Y2 from competitive Multiskills event and highlight strengths and areas to be developed for groups. Give detailed evaluation to teachers to aid assessment and future planning</p>	<p>Supply to cover PE lead support 2x days £ 320.00</p> <p>Supply cover 3 x days to write skills progression for each year group £480</p> <p>Supply 1 x day £160</p>	<p>PE lead was able to assist with and demonstrate different approaches to gymnastics lessons, to maximise pupil activity and engagement. Pupils were actively engaged in minimising risk, taking ownership of safety with teachers' guidance</p> <p>Full impact to be embedded next year following disruption of teaching schedule</p> <p>Analysis of pupil scores for each skill station provided excellent assessment opportunities to inform future lesson adjustments and core skill development for pupils</p>	<p>Sustainability and suggested next steps:</p> <p>To be reviewed and revisited next year as new members of staff join</p> <p>Skills progression embedded over consecutive years , PE Lead ensuring teachers' planning of series of lessons reflect skill development throughout school</p> <p>This event is to be established next year but to include Year One and Early Years with activities and equipment adapted to suit each year group and their developing skills set.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	20%
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>All pupils in school offered the opportunity to try a new sport – tennis</p> <p>OUTDOOR AND ADVENTUROUS LEARNING CENTRE AND CABIN OF CREATIVITY</p> <ul style="list-style-type: none"> Pupils will improve skills including resilience, teamwork and problem solving across a range of curricular areas in a physically demanding environment where they will be active outdoors 	<ul style="list-style-type: none"> All pupils offered taster tennis sessions by qualified tennis coach in spring term - Feb to April 2020 MUGA court timetable allocated designated sessions for pupils to try tennis Build internal structures of the a wider cabin to include shelving and storage and ensure wide range of resources are included in the cabin to allow for study and exploration outdoors in as many curricular areas possible 	<p>Cost of tennis coach £800 18 sessions x 45 mins</p> <p>£3000</p>	<p>Tennis sessions unable to take place due to COVID 19</p> <ul style="list-style-type: none"> Building of internal structures completed and resources enhanced following audit Limited use of equipment following Covid restrictions in Spring and Summer terms 	<p>Year Group leaders and teams look to maximize this outdoor space across all curricular areas to increase opportunities for children to include outdoor physical activity into their learning</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	4%
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"> Raise the profile of competition during Sportshall events run 2x yearly for Year 2 pupils Extend partnership with Hyde Park Junior School by inviting Year Sports Leaders to help with the event to provide role models to Year 2 pupils 	<ul style="list-style-type: none"> Run a multiskills sports event for each class to assist in assessment opportunities to help with targeting future in-lesson support for raising pupils' competencies in balance, coordination and to increase Event to run January and June Winners will be awarded certificates for each discipline in the event Scores collated for both events, with intentions to see improvement in performance. 	£ 360 x 2 1 each for January and June = £720 for sports specialist teacher to lead event and assist in gathering scores for teachers.	All Year 2 pupils benefitted from event, with certificates given across each event, enabling wide range of pupil skills set to be celebrated., with winners in each category " I loved the competition- I discovered I was really good at knocking the coconuts off the pole- I'm going to beat my score next time I do it) Year 2 Child " Its nice to get a special certificate for my skipping - I love it and I had the best score of everybody" Year 2 child Full impact thwarted by school closure so summer event not completed.	This event is going to be an established part of the school calendar Year. With excellent partnership with the Junior School and their Sports Leaders who helped at each station, pupils have role models to look up to and follow. It ensures purposeful and excellent use of purchased Sportshall Equipment Continue with event with Year 1 and Early Years next year, twice for Year One and once for Reception classes in summer term