



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"> • Gold Schools games mark achieved for 04th consecutive year • Increased number of children participating in competitive events at all levels • Increased confidence in delivery of PE through CPD for staff • Increased activity levels during lunchtimes due to purchasing outdoor equipment and development of the sports leadership programme • Updating and replenishing equipment for PE lessons • Personal challenge opportunities increased through Skip to Be Fit initiative and Pedometer challenges 	<ul style="list-style-type: none"> • Track all children’s activity levels in order to target less active children to attend events and clubs • Continue to identify children who are not meeting the minimum requirement for swimming and provide top up lessons in years 5 & 6 • Increase activity at lunchtimes through investment in additional outside gym equipment based on previous success and introducing a Positive Play supervisor • Provide alternative sports as tasters/clubs as a means to engage a diverse range of children/less active

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.	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%

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 - £200

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: 2019/2020	Total fund allocated: £17,740 Plus underspend of: £390 Total for 2019/2020: £18,130	Date Updated: September 2019		
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				Percentage of total allocation: 36%
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:
All children able to safely and confidently ride a bike.	Employ the PSSP to deliver Balanceability in Year 2 and Bikeability in Year 6	£3,500	PSSP to provide assessment data following the training for both year groups. 100% of Y2 successfully completed level 1 Bikeability – balance. 96% of Y6 successfully completed Level 2 Bikeability. 4% completed level 1 Bikeability.	Continued affiliation to the PSSP will ensure that we are able to access this training annually to ensure all children can confidently ride a bike. Our hope is that by providing this essential life skill, we will encourage more children to lead more healthy, active lifestyles. <u>Review date:</u> Term 6 2020 Program successful this year so has been booked again for 2020/2021

<p>All children able to competently swim at least 25m by the end of Year 6.</p>	<p>Identify children in Year 4 that have not met the minimum requirements and provide top-up swimming lessons in Y5/6 to help them to succeed.</p>	<p>£200</p>	<p>Feedback and assessment from Plympton Pool will allow us to see if further top-ups are required. <u>Review date:</u> Term 6 2020 Swimming did not take place due to Covid-19. Plans to deliver in 2020/2021.</p>	<p>Curriculum swimming is always provided in Year 4 and we will continue to use assessment feedback to target children for top-ups in Year 5 and Y6 as required.</p>
<p>Increase activity levels during lunch times.</p>	<p>Employ a lunchtime supervisor to run Positive Play at lunchtimes and support the Playleaders programme.</p>	<p>£500</p>	<p>Supervisor to maintain registers and target different year groups across the week. PE lead to help with targeting less active children through the Activity Tracker. <u>Review date:</u> Term 6 2020 34 children identified in Term 1 as least active. 24 children participated in the Skip to be Fit club and 10 in the Pedometer club for 2 terms. Plan was to encourage these children to join additional activities in terms 5/6 but could not take place due to Covid-19.</p>	<p>Structured and organised games at lunchtimes should lead to increased activity levels. Supporting the Positive Playleaders in their role will provide them with a greater understanding of their role and enable them to be more independent and lead more games of their own, engaging even more children. <u>Review date:</u> Term 6 2020 Activity Tracker will be used to continue to identify least active children and provision will be made to get them involved through Pedometer club and Skip to be Fit. Future plans include the capacity to involve a TA to have more oversight of this programme in order to progress this.</p>

<p>Increase activity levels during break and lunchtimes.</p>	<p>Purchase further outdoor Gym equipment to develop the playground spaces.</p>	<p>£2,000</p>	<p>Following the success from the previous year, PE lead to liaise with MTA's and lunchtime sport TA to gauge the level of impact that the new equipment has had on activity levels. <u>Review date:</u> Term 6 2020 This could not take place this year due to Covid-19. Will be part of the proposed spend for next year.</p>	<p>New equipment is robust and will provide additional opportunities for children to be active during break and lunchtimes for several years, impacting future generations.</p>
<p>Increased activity levels during break and lunchtimes.</p>	<p>Equipment audit to be undertaken by the Playleaders. Equipment to be replaced and replenished.</p>	<p>£300</p>	<p>Following the success of the Playleaders programme in previous years, new equipment will ensure that this remains an effective programme. Sport TA to support the Playleaders in their role and oversee engagement levels and safe management of equipment and maintain registers. <u>Review date:</u> Term 6 2020 Equipment audit completed in September 2019. Orders placed throughout the year to ensure all lessons are well resourced.</p>	<p>Inevitably, play equipment will need to be replaced and replenished. Using the playleaders to organise more structured games will ensure that all equipment lasts as long as possible and engages a number of children in active play. <u>Review date:</u> Term 6 2020 New audit for next year to take place in July 2020, speak to Playleaders and MTA's to identify equipment needed. Audit carried out in July 2020, PE order is ready to be placed in September 2020.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				34%
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:
All children provided with increased time in PE lessons to develop skills/introduced to alternative sports. Improved learning opportunities in PE lessons.	Undertake equipment audit. Purchase and update equipment to be used in PE lessons. Ensure equipment is well maintained. Purchase extendable Table Tennis nets to provide another indoor activity for PE lessons and break times.	£2,000	Being able to provide 1 ball per child and enough equipment, we will see more rapid progress in skill development. Providing children with positive experiences in PE and raising the profile across the school ensure that they make appropriate progress and can engage in all opportunities. Well maintained equipment continues to ensure safety for all children. Alternative sports offered to engage a broad spectrum of children and offer opportunities to be active at various times throughout the school day. <u>Review date:</u> Term 6 Equipment audit completed in September 2019. Orders placed throughout the year to ensure all lessons are well resourced. Table Tennis nets to be purchased this term.	Purchasing high quality resources and equipment will ensure that children in multiple years benefit. Using the funding as an investment now to buy equipment will mean that we are able to run clubs/provide experiences in several years to come. Using access to PSSP specialist teachers to train staff to deliver using the new equipment will raise confidence levels and the quality of teaching and learning. <u>Review date:</u> New audit for next year to take place in July 2020. Audit carried out in July 2020, PE order is ready to be placed in September 2020.

<p>A broad and balanced PE curriculum/ engagement in various levels of competition and celebration of participation.</p>	<p>Cover supply costs for PE Coordinator to be released in order to write comprehensive development plans; monitor the planning and delivery of PE; organise CPD; maintain the School Games Mark expectations and collate all necessary evidence to achieve Gold and potentially the Platinum award next year; enter competitions/complete risk assessments and send out permission slips; training for young sports leaders. Cover supply costs for wider school staff so that they can accompany children to various events.</p>	<p>£1000</p>	<p>PE Development Plan completed alongside a specialist teacher from the PSSP – produced in September. Action plan for the Platinum School Games Mark produced in September and review mid-year with the PE specialist. Feedback forms completed by staff following any CPD/Inset. PE Coordinator to monitor participation through maintain an Activity Tracker. <u>Review date:</u> Term 6 £234 was spent to release the PE coordinator. PE Development Plan/School Games Action Plan and Activity tracker all used and reviewed regularly in order to help develop PE. School Games Mark sustained this year instead of progressing to Platinum, due to Covid-19.</p>	<p>Working alongside the PSSP specialist teacher, the PE Coordinator will be supported to ensure that we can maintain comprehensive development plans for us to continue with the successful progress of PE and school sport. Using the criteria for the Gold/ Platinum School Games award will ensure that a large number of children (of various age groups/ abilities) will have access to meaningful competition and experiences. Providing wider school staff with the opportunity to attend events with their children will enable them to celebrate their successes with them and raise the profile of PE across the school. <u>Review date:</u> Term 6 All plans reviewed in Term 6 and new plans for 2020/2021 written in order to continue to help PE make progress.</p>
<p>All children encouraged to be more active during break and lunch times.</p>	<p>Book alternative activities for Healthy Schools week - Skip to Be Fit/Box to Be Fit.</p>	<p>£1,200</p>	<p>Building on the success of the previous year: provide children with a positive experience in school sport and raise the profile across the school ensuring that they make appropriate progress and can engage in all</p>	<p>Alternative sports can offer disaffected children an alternative pathway into healthy and active lifestyles. New and exciting equipment will encourage children to be more active during break</p>

			<p>opportunities. Alternative equipment/ activities will see an engagement from a broader range of children. New skills will encourage children to be more active outside of PE lessons. Sports leaders to continue to impact personal challenge through Skip to Be Fit with the potential to extend this to Box to be Fit. Lunchtime Sports TA to maintain registers. Data recorded by sports leaders will also track participation.</p> <p><u>Review date:</u> Term 6</p> <p>This was booked but did not take place due to Covid-19. Plan in place to use this next year.</p>	<p>times. Developing essential skills such as coordination/ strength and stamina and encourage and early interest in physical activity.</p>
<p>Children provided with immediate visual feedback to allow them to make more rapid progress in PE lessons.</p>	<p>Purchase 6 x PE Ipads with protective covers to be stored in the PE cupboard as a resource to be used in lessons.</p>	<p>£2,000</p>	<p>Children able to access immediate feedback on their performance in order to improve. Leadership through PE can take place through children coaching one another. Staff able to capture evidence of progress throughout lessons. Children able to access online resources for Dance and Gymnastics.</p> <p><u>Review date:</u> Term 6</p> <p>Conversations with staff have shown that teachers are using this resource to provide immediate feedback and record performance. Overall response has been positive.</p>	<p>Investing in Ipads will ensure that we have a sustainable resource that can be used across all year groups. Bank of evidence to be collected by PE lead/teachers to highlight areas for development and inform planning.</p> <p><u>Review date:</u> Term 6</p> <p>The PE iPads are a sustainable resource that teachers can continue to use for a number of years.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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:
Positive impact on teaching and learning in PE across the school	PSSP employed to deliver bespoke CPD sessions for teachers and staff through 1:1 CPD as well as an annual inset programme.	*Cost in KI1	Feedback forms completed by all staff. Continued professional development for PE leader as well as wider school staff. Increased confidence levels will positively impact teaching and learning. Staff trained to use new equipment. <u>Review date:</u> Term 6 All feedback forms collated following 1:1 CPD show positive results; teachers feel more confident in delivery and can identify particular areas in which they feel they have been most supported. Resources taken from Inset have allowed all staff to develop and add to their planning for PE lessons.	Investing in staff is a priority as this will be our most sustainable resource. Staff confidence and knowledge will benefit all children in years to come. Continued affiliation with the PSSP will mean that we can access ongoing CPD and support. <u>Review date:</u> Term 6 Plans in place to continue our affiliation with the PSSP and continue to access all staff CPD and training. PE Coordinator to establish a staff CPD tracker to monitor impact of any training they receive.
Positive impact on teaching and learning in PE across the school	Employ Plymouth Argyle to lead high-quality games-based lessons in collaboration with teachers.	£2,000	Briefing and debriefing with coaches before and after lessons to review the sessions. Team teaching towards the end of units. Feedback forms completed at start and end of units. Argyle to	Investing in staff is a priority as this will be our most sustainable resource. Staff confidence and knowledge will benefit all children in years to come.

			complete assessment data at the end of each term and a quality control questionnaire for their delivery. <u>Review date:</u> Term 6 Feedback forms have been received and are in the PE folder.	
Positive impact on teaching and learning in PE across the school	Continuing subscription to REAL PE to access online resources and training for new staff members.	£420	A modern approach to delivering PE will provide staff with quality resources and improve teaching and learning. Using FUNS to appropriately challenge children at a rate individual to them will ensure they are able to make significant progress. Pupil progress continues to be recorded 3 times per year using the school tracking system. <u>Review date:</u> Term 6 Y1 = 89% at ARE/GD Y2 = 82% at ARE/GD Y3 = 78% at ARE/GD Y4 = 90% at ARE/GD Y5 = 100% at ARE/GD Y6 = 86% at ARE/GD	Continued access to resources and training will support staff in high quality delivery of PE and ensure that children are challenged at an appropriate level in order to make progress.

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	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:

consolidate through practice:				
Increase the number of children participating and broaden the range of opportunities to engage.	PE Coordinator to book various events and competitions through the PSSP. Cover entry fee to C4L Disc Golf event £15. Subsidise entry fee to Schools Challenge event £60.	Cost in KI1 £75	<p>PSSP provide termly reports on the number of events that we attend. PE Coordinator to monitor participation through the activity tracker. Subsidising entry fees will ensure that cost is not a barrier to participation and provide a broader range of children with the opportunity to represent their school.</p> <p><u>Review date:</u> Term 6</p> <p>19% of pupils in KS2 attended events as all of term 5, 5 and 6 events were cancelled due to Covid.</p> <p>Disc Golf will not take place and we have not paid for this. Schools Challenge has been paid for but was cancelled due to Covid, the school will be organising an event in September 2020 for the children to complete the final mile.</p>	<p>Providing additional and alternative opportunities to be involved should encourage more children to be more active and participate more – hopefully leading to life-long participants and more healthy, active lifestyles.</p> <p><u>Review date:</u> Term 6</p> <p>Continuing to use the Activity tracker, the PE Coordinator will be able to identify children to attend events. Working with the PSSP, we hope to provide as many opportunities for as many children as possible to take part. All being well, we will re-book the Disc Golf for next year and the Schools Challenge.</p>
Increase the number of children engaged in extra-curricular clubs.	Employ PSSP coaches to run 3x 10week clubs over the year.	£1,000	<p>Club coaches to maintain registers. A broader range of clubs offered should see an increase in engagement. PE lead to utilise the Activity Tracker to monitor participation levels and select clubs to meet interests of more inactive children.</p> <p><u>Review date:</u> Term 6</p> <p>Archery club ran for 2 terms (would have been 3). 30 children</p>	<p>Providing additional and alternative opportunities to be involved should encourage more children to be more active and participate more – hopefully leading to life-long participants and more healthy and active lifestyles. Selecting clubs that can be run inside will ensure that they can continue regardless of the</p>

			<p>had access to the club in the 2 terms and it was so popular, that we had a waiting list for this Activity. Equipment purchased to ensure that we can continue to offer this next year.</p>	<p>weather. <u>Review date:</u> Term 6 Equipment now in place so can continue to offer this club next year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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 the number of competitive opportunities for children of all abilities and age groups.	Annual membership to the PSSP. Utilise the Activity Tracker to monitor engagement in competitive activities and target less active children to attend.	*Cost in K11	PSSP provide termly reports on the number of events attended. PE coordinator monitor engagement of all children throughout the year. <u>Review date:</u> Term 6 19% of pupils attend an event up until lockdown. All of term 4,5 and 6 events were cancelled.	Continued affiliation to the PSSP will ensure we are able to access a broad range of events and competitions. Positive experiences will likely lead to life-long participants. <u>Review date:</u> Term 6 Continuing to use the Activity tracker, the PE Coordinator will be able to identify children to attend events. Working with the PSSP, we hope to provide as many opportunities for as many children as possible to take part.
Increase the number of competitive opportunities for children of all abilities and age groups.	Transport booked to eliminate this as a barrier to participation. Subsidise event entry where needed. Purchase travel insurance.	£1,000	PSSP provide termly reports on number of events attended. PE Coordinator to utilise activity tracker to monitor engagement – providing transport should mean we are able to access more events with more children. <u>Review date:</u> Term 6 For events that we accessed in terms 1-3, we used parent	Transport is a potential barrier to participation. Being able to negate this factor will ensure that more children can compete and are more likely to develop positive attitudes towards sport and lead healthier, more active lifestyles. <u>Review date:</u> This will need to be an

			transport/walking etc. For future events, transport would have been required so this will continue to be an area of expenditure for us next year.	expenditure for next year to ensure that we can continue to offer as many opportunities as possible.
Increase the number of competitive opportunities for children of all abilities and age groups.	Employ TA for additional hours on an as and when needed basis to support the PE Coordinator in completing consent forms/risk assessments/booking events/transport etc.	£500	<p>PE lead will be supported in their role to ensure that as many events as possible are attended and all necessary preparations undertaken without additional time out of class. PE lead to monitor impact through Activity Tracker and review plan at the end of the year.</p> <p><u>Review date:</u> Term 6</p> <p>The TA was given additional hours to create permission forms, audit resources and attend events. This total would have increased in the summer term due to more events on offer.</p> <p>The total cost was 40.56.</p>	<p>In completing similar tasks for a variety of events, Mrs. Alford will develop more efficient/effective ways of working and be able to reuse existing templates/documents leading to less time required. PE lead able to spend more time in class and impacting other areas of PE.</p> <p><u>Review date:</u> Term 6</p> <p>Plans in place to use more time with the TA to impact areas such as sports leadership as well as supporting the PE Coordinator.</p>

Signed off by	
Head Teacher:	Sarah-Jane Tustain
Date:	
Subject Leader:	Sarah Bean
Date:	15/07/2020
Governor:	
Date:	

Created by:  association for Physical Education  YOUTH SPORT TRUST

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