

# 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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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:
<ul style="list-style-type: none"> <li>Developed an easy, methodical method to assess gross motor skills</li> <li>Allocated time for PE technician to support children with gross motor needs</li> <li>Carried out pupil's survey to see which clubs children wanted and implemented a few chosen choices</li> <li>Tracked pupil participation in tournaments and clubs</li> <li>More evidence of teachers using GoNoodle, SuperMovers and yoga platforms</li> <li>Progression of skills created to boost teacher confidence when teaching a particular topic, ensuring they are aware of what their year group should be able to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce whole school initiative</li> <li>Evaluate and monitor whole school initiative</li> <li>Deliver staff meeting- discuss teacher's confidence with new scheme of work and introduce ways to deliver and track the Daily Mile</li> <li>Carry out a teacher questionnaire about teacher's confidence now that PE scheme of work has been used for a year</li> </ul>

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.	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	45%

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
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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: 2019/20		Total fund allocated: £	Date Updated:	
<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:
				20%
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:
To facilitate all children with the opportunity to access and progress in PE at their own level	Employment of PE technician to offer support to the teacher and guidance for small groups within PE lessons. Specifically spending intervention time with children who struggle with gross motor skills.  PE technician also led small intervention groups, focusing on these gross motor skills.		Due to the coronavirus, we could not carry out our gross motor skill assessment, however children progressed within lessons and were able to demonstrate their skills confidently to their peers, especially in dance.	PE technician to continue to support children who are less engaged/ struggle more in PE
To evaluate and decide upon whole school initiative. PE lead to deliver CPD with staff introducing the initiative.	Year 4 to test out various initiatives: Daily Mile, GoNoodle, meditation and Yoga. Children and teachers to decide on which is the preferred activity.		Year 4 have tested a number of different initiatives and decided that the Daily Mile is their preferred activity. Children seem more focused in class, after doing this each morning and are determined to beat their personal best.  PE lead has planned staff	Deliver PE staff meeting, introducing Daily Mile initiative and a way for children to track their achievements independently (involving a class FitBit). Introduce school completion – which class can achieve the most steps?

			meeting to introduce this to other staff members, however, the pandemic meant that this has not yet happened.	
To ensure positive, active use of lunch times	Focused, active games on offer at lunch times, which are fairly refereed and supervised by sports technician. Games are varied and any children can join in.		Children and teachers have noticed children are more active and the structure promotes better behaviour.  PE technician has also been acknowledging participation and great sporting attitudes in assemblies, where classes collect panini stickers for their class album	Continue to provide structured activities at lunch time
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
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:
To explore the options for a whole school initiative which will motivate all students	PE lead to attend West Sussex PE conference		PE lead attended conference and gained many ideas. A yoga opportunity was looked into.	PE lead to attend this course next year for up to date, relevant ideas and advice.

To promote PE and healthy living through National events	School to celebrate National Fitness Day and Comic Relief. Relevant activities and assemblies to be planned to heighten the importance of activity and fitness.		<p>PE technician came in for the whole day and offered all classes a 'boot camp' style workout. Children were fully engaged in this.</p> <p>PE lead led an assembly about the importance of healthy living and fitness. Children were informed of the importance of 2 hours' activity a day, a balanced diet and a substantial amount of sleep.</p>	Next year, the school will celebrate National Fitness Day, Sport Relief and Race for Life (if Lockdown restrictions allow).
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
Teachers to observe Horsham Leisure coaches, in order to gain ideas for activities and sports to teach within a PE lesson.	<p>Horsham Leisure coaching to promote high quality teaching and learning outcomes for pupils.</p> <p>Teachers to observe techniques and methods used to deliver dance and gymnastics sessions.</p>		Reception, Year, 3, 4, 5, and 6 have benefited from 3 lessons with Horsham Leisure for two half terms. There has been a half termly sporting focus, which the class teacher has then continued for the remainder of the half term. Teachers have implemented the skills and activities they have observed. Teachers have reported that they now feel more confident teaching gymnastics and dance.	Discuss with teachers whether they would like this to continue next year.
To purchase and implement new PE scheme of work- peplanning.co.uk	Teachers to use peplanning.co.uk in line with the yearly overview coverage that the PE lead has devised, ensuring progression across the school.		Teachers have verbally stated that they feel a lot more confident delivering PE, now that aims and skills are clear. Progression is clear both within a topic and lesson. Teachers think the diagrams, differentiation and clear break down of tasks have boosted their confidence. Children benefit as lessons are more directed and carried out at a quicker pace.	Peplanning.co.uk will be used again in the academic year of 2020/2021



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:
To get as many children across the school involved in some form of after school club.	<p>A variety of after school clubs to be offered by the sports technician and class teachers.</p> <p>Pupil survey to inform PE lead and technician of what clubs children would be inclined to attend.</p> <p>Outside providers to offer basketball and karate, to provide the children with expert knowledge and a different selection of activities.</p>		Children have enjoyed different clubs on offer and have requested that certain clubs continue next year. They have enjoyed the different clubs that we provided in line with their pupil survey, especially multi-skills.	<p>Sports technician and teachers to continue providing a range of different after school clubs to different year groups.</p> <p>PE lead to continue to track pupil participation and consider ways to engage those children who do not currently attend any after school clubs (where this is not due to other home commitments).</p>
To ensure there are enough, high quality pieces of equipment for every lesson	Numerous stock checks to be completed throughout the year, before each new topic has been delivered.		Appropriate equipment has been ordered and used to ensure all classes and ages can access the sports at their own level. Year 1 have specifically enjoyed softer balls to aid their catching skills.	Ensure equipment is appropriately stored and looked after. Continue to order any resources prior to a teaching topic.

To provide Year 4 students with access to a nearby pool for suitable swimming lessons	Hire local pool to deliver PE sessions in line with the National Curriculum and ensuring children are active for the recommended daily amount.		The children only managed a few swimming sessions before lockdown. However in this time, three non- swimmers demonstrated a pleasing improvement in their confidence levels.	Deliver swimming sessions to Year 4, to make up for the missed sessions.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
To encourage more children to partake in different tournaments and competitions.	<p>The school to buy into Shoreham Academy competitions CPD for the academic year, to give different pupils the chance to represent the school locally.</p> <p>Sports technicians to provide training before a tournament to boost confidence.</p> <p>Children should all be given a chance to put themselves forward to compete in age-appropriate tournaments.</p>		<p>The children have participated in a range of tournaments at Shoreham Academy, including football, tag-rugby and basketball.</p> <p>The children were also encouraged to partake in the virtual tournaments during Lockdown.</p>	St. Peter's will buy into the Shoreham Academy Competitions again next year. We will aim to attend more competitions throughout the academic year.
To collaborate on a dance and perform to a large audience.	To partake in local dance show; 'Time to Dance' at Worthing Pavilion, to allow pupils to demonstrate their dance routine in public.		Unfortunately, this event did not go ahead, however, we have been promised that it has only been postponed.	St. Peter's will enter Time to Dance again in 2021.

Signed off by	
Head Teacher:	Kate Crees

Date:	21.05.2020
Subject Leader:	Keri Heffernan
Date:	18.05.2020
Governor:	Georgina Carter
Date:	22.05.2020

Total funding received - £17,750.00

First tranche, October 2019, £10,354.00

Second tranche, April 2020 £7,397.00