

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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Created by:  **association for Physical Education**  **YOUTH SPORT TRUST**

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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.

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 March 2019	Areas for further improvement and baseline evidence of need
<ul style="list-style-type: none"> ● Offering a virtual sports day for each child to do at home. ● Promoting a healthy lifestyle with a challenge week every half term. ● A range of different sporting after school activities. ● A wide range of equipment the children used in physical education and lunchtime activities. ● Inter-school competitions run between local schools. ● The children participating in virtual learning videos online to stay active during lockdown and remote learning. 	<ul style="list-style-type: none"> ● Increase the numbers of participants in certain extra-curricular activities (after school clubs). ● To Increase intra school competitions- house competitions. ● To develop class teachers confidence and understanding of physical activity sessions. ● To provide a closer relationship with the community to provide better opportunities for children to join local sports clubs outside of school. ● To carry out the sport ambassador programme with more vigour and strategy. ● To utilise Testlands assessment tool more efficiently to assess children's progress.

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort accessed swimming twice during their time at Shirley Warren Primary and Nursery School?</p>	<p>97%</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>We had planned to for our Year Four pupils. However, due to Covid-19 they could not attend.</p>

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

Academic Year: 2019/20		Total fund allocated: £19,430		Date Updated: September 2019 November 2020	
<p>Key indicator 1: The engagement of all 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		Funding allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?
<p>After School and Holiday Sports Clubs – to increase the number of sporting opportunities for our children.</p> <p>Encourage active participation during break and lunch time play.</p>		<p>Work with Testlands to offer a wider range of sports activities. 2x Testlands Sport Coaches to run two high quality sports after school clubs. Including sports not in the curriculum: table tennis,</p> <p>Improve lunchtime activities and develop the knowledge and skills of our support staff to deliver games and engage the pupils. To employ</p>		<p>£8,000 £1,900</p>	<p>Children gain more experience in these sports and make more progress with their fundamental skills. Raise the amount of activeness each week.</p> <p>2018-19- 298 children accessed after school sports clubs during Autumn and Spring 2019-20- 276 children accessed after school sports clubs during</p>
				41.17%	9.78%
				Sustainability and suggested next steps	
				To increase the level of competition in sports played at lunch times - 2x Testlands Sports Coaches lead high quality physical activity every lunchtime.	
				To create lunchtime data of results/participation provided by Sports Coaches.	

	<p>our sports coaches to support playtimes and lunchtimes.</p>		<p>Autumn and Spring. However, this is including two weeks there the children were not in school due to Covid. If we carried on, on this trajectory we would have had more children accessing sports after school clubs than the previous year.</p> <p>Children are more aware of games they can play independently as well as games which require no equipment. They play them more frequently on the playgrounds.</p> <p>To be able to continue focusing on the physical activity levels whilst the children were at home on lock down, Testlands supplied them with regular updates of physical education and physical activity virtual learning videos.</p>	<p>To create the active 30:30 plan and ensure there are more up to date and covenant activities.</p> <p>To offer after school clubs to children in Year R.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>			<p>Percentage of total allocation</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	<p>33.45% 11.09%</p>

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>To improve outdoor learning.</p> <p>To provide leadership opportunities for our pupils.</p> <p>Raise the profile for sports that are not on the curriculum and that the children may not otherwise have access to.</p>	<p>Improve lunchtime activities and develop the knowledge and skills of our support staff to deliver games and engage the pupils. To employ our sports coaches to support playtimes and lunchtimes.</p> <p>To support pupils to develop skills in leadership and teamwork through our sports ambassador programme.</p> <p>Testlands run Sports For All days once a half term.</p>	<p>£6,500 £2,154</p>	<p>Increasing the knowledge of our support staff has increased the quality of opportunities offered on the playground. There is still work to be done on this- see Key Indicator 3.</p> <p>Not completed due to Covid-19.</p> <p>Children learnt skills in the following sports: Boccia, Ultimate Frisby and Table Tennis and Handball. Children missed American Football and Quidditch due to Covid-19.</p> <p>Games Mark obtained in Gold.</p>	<p>To continue to raise the profile of indoor and outdoor PE to a higher level by Sports For All Days, Federation competitions and now interhouse competitions</p> <p>To celebrate and share outcomes with parents.</p> <p>Sports noticeboard regularly updated with photographs and achievements.</p> <p>All participants in sporting fixtures receive a certificate of participation.</p> <p>Recruit and train new Year 5 Sports Leaders as well as the Year 6 pupils who missed this opportunity last year. Weekly meeting with a Testlands sports coach to support them in gaining a L1 Award in Sports Leadership. Offer the opportunity for children to gain their L2 primary leaders award. TMC to run a sports</p>

				<p>leader after school club to train on different coaching and leadership techniques.</p> <p>Obtain Gold Games Mark Award again.</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	0%
Your school focus should be clear 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
		0		Create a plan for next year focused on this key indicator.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation
Intent	Implementation		Impact	10.81% 2.03%
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
Create opportunities to participate in new activities.	Purchase new sports/play equipment for the children to offer a range of activities during play times.	£2,100 £394	Due to Covid-19, we were limited with the types of activities we could offer children. Therefore, this money was spent of individual game activities for children.	Create a plan for next year focused on this key indicator.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation
Intent	Implementation		Impact	0%
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>School Competition – to increase involvement in sporting events and competitions, to allow more children to compete and represent the school.</p>	<p>This year the competition opportunities will expand to include: Cross-Country League, Year 1 / 2 Basketball Festival, Y3/4 gymnastics, Y3 / 4 Football tournaments, Tag Rugby, Swimming Gala and Rounders tournament.</p> <p>Plan and carry out a sports day for EYFS, KS1 and KS2.</p> <p>Celebration assembly each term to celebrate success in mini inter-school competitions</p>	<p>0</p>	<p>We had a girl's football team enter a tournament for the first time.</p> <p>We finished third in the league for boy's football.</p> <p>Individual children were also selected to attend inter-school competitions.</p> <p>Due to Covid-19, we were unable to attend some of these competitions. Therefore, Testlands arranged online competitions during lockdown. During this time, we saw an increase in participation of Physical Activity from our children and they were posting videos and pictures of this onto their Google Classroom.</p> <p>Due to Covid-19, we could not carry out our usual sports day. Therefore, Testlands organised a virtual sports day. The children completed a range of sports day activities at home and they competed with other children in their school and across the city. We were able to offer every child the opportunity to complete tasks and points in a competitive environment during a virtual sports day. Videos were recorded and released</p>	<p>To continue to increase participation in city wide inter-school competitions.</p> <p>Offer a new range of events to attend so to more regularly offer a full PA (Physical activity) programme of events every half term.</p> <p>Increase participation and plan intra-school and intra-house competitions every half term where possible.</p> <p>To continue local inter-school competitions.</p> <p>To retain the School Games Mark.</p> <p>To hold more online competitions.</p>
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			<p>along with a recording sheet. These were then completed and sent back in.</p> <p>Celebration assemblies worked effectively in encouraging the children to participate in the competition. The children were very enthusiastic about this.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	