

# 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](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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• After school clubs are running every half term and open to all children.</li> <li>• More participation in competitions.</li> <li>• Internal competitions taking place every week with the incentive of winning class points.</li> <li>• Play leaders are now established in their roles and time tables issued. Lower behavioural problems.</li> <li>• Clear links with the University of Wolverhampton, AVFC and SGO.</li> <li>• Inclusive competitions for all ability groups.</li> <li>• School Games Gold Award.</li> </ul>	<ul style="list-style-type: none"> <li>• The return of Health and Fitness club</li> <li>• CPD for PE lead – Level 6 in Leadership with possible CPD for TA for level 5 in PE.</li> <li>• Break time/lunch time fitness club to aid in children’s health and mindfulness.</li> <li>• Variety of after school clubs offered to children.</li> <li>• TA’s to ensure they are supporting at least 1 PE lesson a week to ensure consistency and impact.</li> <li>• Observations of KS1 and KS2 delivering PE lessons.</li> <li>• Training of Year 5 children as Play Leaders.</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.	44.44% (12/27)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	51.85% (14/27)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	44.44% (12/27)

<p>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?</p>	<p>Yes – As per our last report, we have identified a lack of swimming skills in our current year 5 cohort and because of this have offered extra swimming lessons to ensure children’s confidence, skills, strokes and self-rescue techniques are enhanced.</p>
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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: £17840.00		Date Updated: 16 <sup>th</sup> July 2020	
<p><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</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?:	Sustainability and suggested next steps:
<p>All children have the opportunity to take part in after school clubs.</p> <p>Play Leaders to be established with time tabled sessions for break times and lunch times for all children in KS1 and 2 to participate.</p> <p>Increased participation in exercise and sports activities during break times and lunchtimes for KS1 and 2 children.</p>	<p>Specialist sports coaches used to teach different types of games and skills. A specialist coach is used in different year groups.</p> <p>Training has been provided for 20 play leaders to encourage participation in exercise and sports activities across KS1 and 2.</p> <p>Children complete play leader forms after each session with the children in KS1/2, therefore keeping an up to date record of those children involved.</p> <p>Children who participate do so for at least 30 minutes a day.</p>	£2,926	<p>Registers taken at each after school club.</p> <p>Children have progressed in selected sports which include: Basketball, football, gymnastics (due to Covid 19 clubs were stopped in March 2020 and this reflects less progress in other sports)</p> <p>Conversations with children across KS1 and 2 have shown an improved attitude at break times and lunch timed and also an increase in physical activities.</p> <p>Reduction in poor behaviour incidents at lunchtimes as more pupils are engaged in</p>	<p>Continuation of Clubs to progress skills and techniques learned previously.</p> <p>Every year new play leaders trained in new activities and sports to ensure continuity for KS1 and 2 children.</p> <p>Termly meetings with the Play Leaders to ensure resources are available and used.</p> <p>PE lead to continue with drop in lunch time sessions with Play Leaders to continue training of games and skills.</p>	

			sports activities.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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?:	Sustainability and suggested next steps:
<p>PE Lead to establish a clear relationship with children's likes and dislikes within sport.</p> <p>8 Sports Captains (4 in year 5 and 4 in year 6) to aid and assist play leaders every play time.</p> <p>Gaining strong links with other establish professional sports associations.</p> <p>Ensuring that all children have the opportunity regardless of ability to compete in competitions and tournaments.</p> <p>Increase PE equipment in school in order to increase the range of sports and PE offered in after</p>	<ul style="list-style-type: none"> <li>- Questionnaires to be submitted to all children raising awareness of their likes and dislikes within sports and PE lessons.</li> <li>- Sports captains to address any issues their class may have with regards to PE lessons.</li> <li>- PE Lead to form close relationships with professional sports associations to provide sports activities and competitions for all children.</li> <li>- Advice from SGO, SEND SGO, AfPE and YST to ensure consistency and also provide best result for profile of sports and PE</li> </ul>	£610	<p>Questionnaires to be looked at and meetings with Sports Captains to maintain a pupil voice within sports.</p> <p>Clear links with AVFC, University of Wolverhampton, School Games Organiser and SEND SGO and also having a time table of events for the year.</p> <p>SEND children to compete in tournaments and competitions.</p> <p>Increased visits to and from local and National sports clubs and local partners. (Many events and tournaments were cancelled due to Covid-19)</p> <p>Memberships taken with AFPE</p>	<p>This to continue for the next academic year. Pupil voice to be used in the decisions for after school clubs.</p> <p>Display boards to be used more frequently with updated PE lessons with evidence of photographs and children's work.</p> <p>Termly meetings with the sports captains and PE Lead to maintain strong links with children's opinions.</p> <p>Continued meetings with the University of Wolverhampton, AVFC and SGO.</p> <p>Continued highlighting of Tame Valley Academy to</p>

<p>school clubs.</p> <p>Physical education, School Sport and Physical Activity being at the forefront of school ethos.</p> <p>Using expert advice to evaluate strengths/weaknesses and implement plans for improvement</p>	<p>- Physical development as well as mindfulness and mental health awareness are taught through specialised coaches.</p>		<p>and YST to show an impact of the raised profile</p> <p>Profile raised through the media and also partner links websites.</p>	<p>other professional sports association. E.g. Wolverhampton University, AVFC, YST and AfPE</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:
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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:
<p>Improved quality of children's physical education in Key Stage 1 and 2 to ensure they are competent and confident.</p> <p>Improved role modelling of healthy active lifestyle behaviours by all school staff to reach all children.</p> <p>Growth in the range of provision and sports activities.</p>	<p>- Employment of additional specialist sports coaches to provide CPD for teachers on how to incorporate physical activity into lessons such as Phonics and PSHE in a cross curricular way</p> <p>- PE subject leader to provide updates throughout the year in staff meetings.</p> <p>- PE subject leader to plan and undertake a series of lesson observations and/or team teaching with Key Stage 1/2 teachers to look at teaching, learning and assessment in physical education.</p> <p>- PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge</p>	£4042.25	<p>The focus of lessons are now child centred and as a result pupils are engaged and are keen to learn and improve.</p> <p>As a result pupils made good or better progress both in lessons and over time (see teachers' planning and records).</p> <p>- At the end of Key Stage One Emerging- Expected- Exceeding-</p> <p>- Almost all pupils, when questioned, said that PE lessons were really challenging and exciting and that they really enjoyed PE.</p> <p>During lockdown CPD was completed and passed by the PE Lead for: Institute of Swimming (All strokes), England Hockey (Quiksticks), Yorkshire &amp; Humber Learning (Engaging women and girls in sports), The FA (Beyond the Physical, Team</p>	<p>An after school club to be put into place to help the less engaged pupils (due to Covid-19)</p> <p>- PE subject Leader to support new staff in school with planning for delivery of physical education.</p> <p>- Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment.</p> <p>- PE subject Leader to identify any staff who need further support and to provide appropriate professional learning.</p> <p>- Further professional learning opportunities for staff who request it. For example: Teachers to buddy up and carry out peer observations to support continual learning.</p>

	<p>and understanding of the subject.</p> <ul style="list-style-type: none"> <li>- PE subject leader and Key Stage 1/2 teachers to discuss positive outcomes and what areas there are for development.</li> <li>- Professional development in subject leadership for PE subject leader.</li> </ul>		<p>Teaching, Engagement and learning)</p>	<ul style="list-style-type: none"> <li>- PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.</li> <li>PE Subject leader networks with colleagues at other schools/Professional Sports Coaches to encourage ongoing sharing of good practice across schools.</li> <li>On-going buddy support between TAs and teachers input to nurture and embed learning.</li> <li>CPD for PE lead for Level 6 qualification in PE Leadership. TA CPD for Level 5 qualification in PE delivery.</li> </ul>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<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:</p> <p>All children to have the opportunity to compete in sports activities that would otherwise be unavailable to them.</p> <p>After school clubs to be run and open to whole year groups with their opinions on activities to be paramount to ensure increased participation and a broader range of activities and sport.</p> <p>Increase of PE equipment in school in order to increase a range of sports and PE activities</p> <p>Additional swimming provisions to be implemented to year 5 due to low attainment for this cohort. This is in addition to their allocated swimming lessons that include lifesaving skills, water safety skills and rescue.</p> <p>Children to be able to investigate athletes and sports that they like and to link this to their PE topic.</p> <p>Children to practice their gymnastic</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Continued meetings with SGO to ensure participation in sports activities.</p> <p>PE Lead to discuss with other professional sports associations to provide opportunities for children to participate in these sports.</p> <p>PE lead, through meetings with children, to investigate a range of sports and activities for pupils to compete in.</p> <p>After School clubs to have registers.</p> <p>After school clubs to be chosen by the children e.g the club with the highest interest.</p> <p>Increase in the range of PE equipment available to the school.</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Time tabled events/competitions throughout the school year that has a clear variety of differing activities for the children to participate in. (However a lot of competitions were cancelled due to Covid -19)</p> <p>SEND children to had opportunities to participate in a broader range of sports. (Again, Covid -19 stopped competitions from taking place)</p> <p>After school clubs had a consistent number of participants for each club up until the Covid-19 outbreak.</p> <p>Questionnaire completed by the children showing a much improved attitude towards the activity.</p> <p>Through conversations with the</p>	<p>Sustainability and suggested next steps:</p> <p>Continued positive relationships with professional sports associations.</p> <p>Further additional swimming lessons to be put in place due to lack of lessons this academic year by Covid 19. This will be implemented once government guidelines confirm that it is safe to do so.</p> <p>Further visits from inspirational athletes.</p>

<p>abilities whilst participating with a member from Team GB</p> <p>Children to experience and watch a competitive Olympic sport</p>	<p>All pupils will have access to at least one sports or PE after school club.</p> <p>Year 5 to increase attainment in swimming abilities by having additional lessons.</p> <p>Team GB visit – to enhance children’s enthusiasm for gymnastics with the opportunity to compete in a circuit training with Kristan Thomas.</p> <p>PE Lead meetings with the UOW to offer the opportunity of a year group experiencing the Judo facilities and watching the qualifying matches.</p>	<p>£3020</p> <p>£450.41</p>	<p>children they thoroughly enjoyed having the athlete visit as it made the sport “more real” and “achievable”</p> <p>Children from Year 4 experienced training with Team GB Judo coaches and watching European Qualifiers at UOW.</p>	
<p>Additional achievements:</p> <p>Continuation of the Gold Mark for this year due to Covid 19.</p> <p>Third place achieved in the SGO’s athletic tournament in November for Year 6.</p>				

Key indicator 5: Increased participation in competitive sport				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?:	Sustainability and suggested next steps:
<p>More opportunity for children to participate in competitive sport.</p> <p>More opportunity for SEND children to compete in competitive sport.</p> <p>Increase participation for KS1 children to compete in competitions</p>	<p>Professional conversations and meetings with SGO and AVFC to discuss participation of KS1 and 2 children in competitions and tournaments.</p> <p>Professional conversations with lecturers at University of Wolverhampton for whole school participation in competitions.</p> <p>More availability for staff to attend competitions.</p> <p>Availability of transportation and costing.</p> <p>Internal School competitions.</p>	£850	<p>Participation in Athletics for year 6.</p> <p>Years 3,4,5 and 6 participated in multi skills competition at UOW.</p> <p>(No further participation in competitive sports by the children due to Covid 19).</p> <p>Improved links with other local and academy schools.</p> <p>Pupil voice, questionnaires and certificates.</p> <p>Registers of children participating.</p> <p>Medals and certificates.</p>	<p>Higher participation in competitions will be dependent on Covid 19 and Government guidelines.</p> <p>Continued meetings with SGO and other professional sports associations.</p> <p>Continued meetings with UOW regarding KS1 participation.</p> <p>Continued meetings with sports captains/play leaders to maintain participation in competitive sports.</p>

<p>As a result of the coronavirus (COVID-19) outbreak, the Department for Education has taken steps to relax the ring-fencing arrangements for the PESP funding in the 2019 to 2020 academic year to allow any unspent grant to be carried forward into the next academic year (2020 to 2021).</p> <p>Where schools are carrying forward under-spends, their published online report should set out the amount being carried forward and give brief reasons for this under-spend. Any under-spends carried forward will need to be spent in full by 31 March 2021 and schools should factor this into spending plans for their 2020 to 2021 PE and sport premium allocation.</p>	<p>Allocated Sports Premium for academic year 2019-2020</p> <p><b><u>Reason for underspend:</u></b></p> <p>This underspend is due to the cancellation of competitions and tournaments (Covid-19).</p> <p>Cancellation of after school specialised coaches due to school closure (Covid-19).</p> <p>Cancellation of additional swimming lessons (Covid-19).</p>	<p>£17840</p>	<p>Total amount spent:</p>	<p>£11048.66</p> <p>Balance carried forward:</p> <p>£6,791.34</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Mrs A. Whittington
Date:	16.07.2020
Governor:	
Date:	