



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • 56% have participated in Level 2 competition • 60% attend afterschool clubs • 31% of disadvantaged children attend free afterschool clubs • All children complete the 'Run a mile' regularly • Continued 'Game On' club providing opportunities for leadership for Year 6, and increase participation in targeted children • High profile and good reputation of school sports 	<ul style="list-style-type: none"> • Introduce top up swimming in Year 6 • Continue to encourage participation in extracurricular clubs • Continue to maximise opportunities for Level 2 competitions (A, B, and C teams) • Increased physical activity outside of PE lessons • Continue to maintain the high profile and reputation of school sports

Meeting national curriculum requirements for swimming and water safety (as of 1 st September 2019).	
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.	66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88%
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?	No (postponed until 2021)

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: £19,581	Date Updated: July 2020	Total fund spent: £18,216
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: 4.9%
Intent	Implementation		Impact
<p>Improve fitness and mental wellbeing of children through the continued use of the Daily Mile track to ensure it is run all year round, both before school and during the day.</p> <p>To provide children with a range of organised physical activities to encourage more children to be active during lunch times.</p> <p>Continue to develop 'Game On' Club Run by Year 6 children for targeted children</p>	<p>Parents to continue to organise running before school. LA to work with parents to develop activity to maintain enthusiasm. Each class use the track 2 x 15 mins per week. LA continue to promote its use.</p> <p>To develop the role of an MSA to lead physical activities during the lunch time. Purchase equipment for this role</p> <p>Sports Ambassador training Review meetings to support children running the club. AL to work with children to come up with manageable activities. All teachers encourage less active children and targeted children to take part.</p> <p>Provide top up sessions for targeted</p>	<p>£140 (not spent) (included in SSP budget)</p>	<p>ALL pupils regularly running / walking 15 minutes (at least 2 x per week) Improve fitness, mental wellbeing impact positively on learning. Many children are now running/walking before school. Has fostered an enjoyment in running or walking regularly and the social aspect for children's mental health.</p> <p>More children physically active during lunch times.</p> <p>Less active children taking part in the club on a regular basis. Leadership skills developed. This has been successful both in terms of leadership opportunities, and opportunities for children to have fun while keeping active. Children attending are changed each term. Very popular and did engage less active children and other targeted children</p>
			<p>Track will last for many years to benefit many children in the future. Work with parents to develop and maintain morning running club.</p> <p>Target children who attend to be the next leaders.</p>

<p>To increase the number of children leaving in Year 6 who can swim 25m</p> <p>Continue Apex 360 holiday clubs which provides opportunities for children to be active in the holidays.</p> <p>Provide opportunities for targeted children to attend extra-curricular clubs</p>	<p>children.</p> <p>Maintain the partnership with them</p> <p>Discuss with clubs place availability. Some may be offered FOC</p>	<p>£300 (not spent)</p> <p>Free of charge through pupil premium and clubs offering places</p>	<p>(Postponed until 2021)</p> <p>More children have opportunity to be active during the holidays. This did run during the summer holidays.</p> <p>Targeted children experience a wider range of sporting activities run by experienced coaches. 31% of disadvantaged children attend a club FOC. Those who attended enjoyed the experience and attended for the time available.</p>	
<p>To ensure all children have access to the correct equipment during lessons and clubs</p>	<p>Review current equipment and purchase additional sets where required</p>	<p>£500 (£275 spent)</p>	<p>Lessons and clubs enhanced as all children have the correct equipment. Indoor athletics equipment purchased.</p>	
<p>To ensure children are physically active for at least 30 mins during the day, through the 30-30 active school plan</p>	<p>Teachers to consider timetables (active heat pad) and when children less active during lesson to build into their planning time for mini-physical activities. Supported by LA and AH</p>		<p>All pupils are active for at least 30 mins during the day. Maintains their physical and mental health. Children enjoy the break in being inactive. This needs to be further developed 2020-21</p>	
<p>International evening, involving all children in celebrating dance from across the world</p>	<p>KT and LA to plan evening. All classes to learn 2 dances and 1 whole school dance. Teachers to be involved with the teaching of the dances. Purchase of props. Hire of music system Discuss with dance teacher for her to support the event.</p>		<p>Children celebrate diversity within the school through the medium of dance and food. (Postponed until 2021)</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

			1%
Intent	Implementation	Impact	
<p>Weekly Celebration Assemblies. Children who have taken part in schools sports or outside of school are invited up to talk about their achievements. Improves their self esteem and inspires other children.</p> <p>Sports Blog. Provides regular updates on the sport within the school. Allows parents and children to read the blog.</p> <p>Sport noticeboard. Ensure it is kept up to date with photos.</p> <p>Provide opportunities for children to display their skills. Help to develop self esteem and confidence to perform in front of an audience.</p> <p>Invite a positive role model to talk in assembly.</p> <p>Improve kit for level 2 competitions to develop a stronger pride in taking part and representing the school</p>	<p>Children give match reports, talk about activities they have taken part in for the school such as Tag Rugby or hockey. Also teaches children about resilience when they don't always win. Also children can talk about achievements outside of school such as swimming galas.</p> <p>Continue to report on sporting activities, celebrating achievements.</p> <p>Sports Ambassadors to review and monitor with support from LA and AH.</p> <p>Discuss with sports clubs at school when children can display their skills, such as dance club, skipping</p> <p>LA to research possible athletes to come in (could be St Albans Football club)</p> <p>Purchase new District Sports Tops</p>	<p>Children have a sense of pride in representing the school and develop confidence to talk in front of the assembly. Other children can aspire to be like them. Parents attend the assemblies and have a positive idea of the sport in school. Visitors to the Sports blog can see how valued sport is in the school</p> <p>Children have a sense of pride about their achievements.</p> <p>Inspiring children and promoting interest in sport and keeping healthy. Sports Ambassadors created a display about Game On and healthy eating. Kept it up to date.</p> <p>Increase the confidence of the children taking part. Inspire the children watching and encourage them to take part. Children inspired by the assembly. Dance, skipping, speed stacking all shown in assemblies.</p> <p>Increase pride in representing the school. They feel more valued by the school as look very smart</p>	<p>Continue to celebrate sport in the assembly. Increases self esteem of children taking part. Encourages other children to take part in sport.</p> <p>Develop the skills in the children to write their own reports. Help to develop e-safety .</p> <p>Ensure kit is looked after and returned for children to use in the future.</p>
		£200 (not spent)	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				74.5%
Intent	Implementation		Impact	
To improve progress and achievement of the children the focus is to continue to up-skill teachers and provide opportunity for more differentiation within lessons.	Employ a sports TA to work alongside teachers in PE lessons. 3 days a week. Also to cover some admin tasks for the PE co-ordinator.	£11,000	Increased confidence of teachers and better subject knowledge. Children benefit from 2 adults. Better progress. More enjoyment. This support continued during lock-down	As teachers' confidence improves as will delivery of lessons. Teachers to be encouraged to lead extra-curricular activities with increased confidence.
Provide opportunities for CPD	Continue to work with gymnastics coach Audit of teachers to understand where they would benefit from additional training. CPD in cricket	£3600 (paid in full)	Children's enjoyment of lessons has improved and encouraged them to take part in additional sporting activities. Unfortunately year 5 and 6 missed this opportunity) Increased confidence in teaching cricket. (cancelled)	More children able to access good quality PE both within and out of curriculum.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2.6%
Intent	Implementation		Impact	
<p>Additional achievements:</p> <p>Continue to offer a wide range of sports within the curriculum and extra-curricular activities.</p> <p>Provision for less active on alternative activities. Focus on children who do not take up opportunities.</p>	<p>Free Table tennis continue to be led by a parent and sports TA</p> <p>Pupil voice to find out what children would like.</p> <p>Discussion with outside providers to regularly review our offer.</p> <p>Purchase of equipment</p> <p>Offer free place to targeted children to attend after school clubs.</p> <p>Enter and attend wide range of sport and activities offered through membership of SSP</p> <p>Continue to take advantage of coaching offers to school with low cost eg hockey day, cricket coaching</p> <p>Review National Sports week offer.</p> <p>Skipping workshop to be run by SW (January)</p> <p>Take part in the Skipping Day</p>	<p>£500 (not spent)</p>	<p>Provide opportunity for more children to take part in a different activity. Children really enjoyed this free opportunity, had a waiting list. School now to purchase 2 outdoor tables.</p> <p>More children able to attend taster sessions and friendly competitions.</p> <p>A big increase in the number of children skipping during playtimes. Lots of ropes sold and both boys and girls skipping.</p>	<p>More even distribution of teachers involved in clubs. To develop their skills in coaching/umpiring attend training sessions when available.</p> <p>Sports TA role developed to run clubs</p> <p>Sell ropes to children to encourage use at playtimes.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
Intent	Implementation		Impact	
Increase number of children taking part in level 2 competitions	Membership of SSP Football entry fee Cross Country entry fee St Albans sports affiliation fee Swim gala entry fee Pupil voice for ideas on which sports they would like to compete in.	£1600 £30 £22 £144 £45	Take more teams to level 2 competitions. (at least 3 teams if possible). Unfortunately many 3600 events were cancelled. However, we did enter many virtual events and provided opportunities for children at home to be active.	Maintain membership of SSP. Ensure correct preparation for the competitions through use of Sports TA and teachers.
Develop regular level 1 competitions within school	Develop skills of Sporting Ambassadors to run regular competitions with Sports TA support.			
Develop role of Sports TA to support preparation for L2 competition.	Support team football training Support preparations for additional L2, such as Tri-Golf, hockey.	£1,500		
Head Teacher:				
Date:				
Subject Leader:				
Date:				
Governor:				
Date:				

Created by:  association for Physical Education  YOUTH SPORT TRUST

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