

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](#) 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 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Every primary aged child continues to have weekly swimming lessons. - Some identified students have weekly or daily therapeutic swim - Swim Gala completed by all primary aged students - Teachers evaluated the Val Sabin PE schemes of work, during staff meeting time. As a result, the PE curriculum has been tailored to meet the growing number of CLDD pupils on the school roll and Scheme of Work will be further updated next academic year - Re-introduction of some off-site PE and sport events (Community Games) - Baton Relay completed as part of Commonwealth Games - Sycamore Adventure sessions completed by all primary aged students and evaluation undertaken - Outdoor Sensory Trail completed for primary aged students - H5 sessions for all primary aged students focussing on physical development and participation with some team building activities for KS2 - Outdoor gym completed and in use daily for all primary aged students - PE Primary Parent Workshops completed and evaluation by parents and carers - Wolves In The Community for identified KS2 students - Outdoor visits taking place with some focus for KS2 on physical development 	<ul style="list-style-type: none"> - Off site events for primary classes and register of participants and evaluation of impact to be completed - Scheme of Work to be updated and evaluated by primary staff - Skills progression for primary phase to be completed and shared with all primary staff - Off site swimming to resume for students able to access a larger pool and progress monitored by swimming lead - Staff training via SMILE or TOPS - Possible training from Scootfit for identified teachers and class groups with evaluation of progress by PE lead - Continue to use and evaluate Sycamore Adventure for AOO - Investigate Scootfit, Kingswood Adventure, Baggeridge High Ropes for identified KS2 groups - Purchase new tricycles and scooters for KS1 – evaluate time used and gross motor skills development contributing to 30 minutes physical exercise per day - Outdoor learning with physical development focus

Meeting national curriculum requirements for swimming and water safety.	%
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	<p>See evidence graphs on school website – Primary Swimming Penn Fields School</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>See evidence graphs on school website – Primary Swimming Penn Fields School</p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	See evidence graphs on school website – Primary Swimming Penn Fields School
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

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: 2022.23 (DRAFT)		Total fund allocated: £16,690		Date Updated: 18.07.22	
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: 0.01%
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:
<ul style="list-style-type: none"> - Playtime equipment to be maintained and monitored - Sensory Snack online resources to be continually evaluated and shared with staff 	<ul style="list-style-type: none"> - Equipment is to be safe and fit for purpose or replaced if not - As currently, recommended resources to be shared with staff team - Staff meeting time to share resources. Also see 'The link between pupil health and wellbeing and attainment' government document 	<ul style="list-style-type: none"> - £269.89 - None 	<ul style="list-style-type: none"> - Contributing to outdoor daily physical activity - Contributing to classroom based daily physical activity - Providing targeted support to involve and encourage less active children - Contributing to 30 mins of daily physical activity 		<ul style="list-style-type: none"> - Popular resources to be noted, to maintain consistent use by pupils - Further resources to be researched to develop the use of physical activity in daily lessons
<ul style="list-style-type: none"> - Playtime tricycles and scooters 	<ul style="list-style-type: none"> - Use of scooters and tricycles for 	<ul style="list-style-type: none"> - £1500 	<ul style="list-style-type: none"> - Improve fitness and gross 		<ul style="list-style-type: none"> - Maintain tricycles and

for KS1 groups	KS1 identified students - Keep equipment safe and ready to use		motor skills through use of tricycles and bikes	scooters - Purchase new ones in future
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0.47%
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:
<ul style="list-style-type: none"> - Use of lower school PE board, PE certificates, Nationals School Sports Week and PE and Sports dojos to continue to keep the profile of PESSPA high - 'Outdoor gym' implemented and contributing to the physical activity and sensory provision provided by the school. - 'Sensory Trail' completed and 	<ul style="list-style-type: none"> - Noticeboard to be updated by KH, according to new events and 'Sports Person' certificates - Continue to monitor use of Gym and allocated time to making sure equipment is safe - Sensory trial to be used by 	<ul style="list-style-type: none"> - None £5,453.40 - £865 	<ul style="list-style-type: none"> - Pupils in photos or awarded certificates to be shown display. Display is outside two Lower School classrooms for pupils to see. - Contribution to 30 mins of physical activity for pupils (Key Indicator 1) - Contribution to sensory provision in school - Providing targeted support to involve and encourage less active children - Provide space for all students to participate safely - Contributing to 30 minutes 	<ul style="list-style-type: none"> - Current setup to be maintained - A permanent resource to remain for the foreseeable future, with maintenance to be monitored - Maintenance to be checked by onsite staff - Maintained by onsite staff

<p>contributing to physical and sensory needs of students</p>	<p>primary aged students and monitored by PE lead</p>		<p>of physical activity (Key Indicator 1)</p> <ul style="list-style-type: none"> - Safe trail for use by range of students across primary phase - Targeted support for identified students to be ready to learn 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
<ul style="list-style-type: none"> - The teaching of PE lessons to return to pre-Covid arrangements and monitored by subject lead. - TOP & SMILE staff PE courses to support staff knowledge of PE, in order to support all pupils - Liaise with SLT on use of sensory trail and ensuring correct organisation alongside Sensory Circuits programme, 	<ul style="list-style-type: none"> - KH to discuss with primary phase - - KH to Identify appropriate PE courses and share with staff team - Arrange for one hour sessions for skills development during phase meeting (CPD) - Meeting arranged with Sensory lead, then guidance shared with relevant staff members – 3 levels using ‘Alerting’, ‘Organising’ and ‘Calming’ programme from Sensory Circuits advice. - Training and information sharing for new staff 	<ul style="list-style-type: none"> - None - COST HERE once organised in Autumn term - None (in house staff CPD) 	<ul style="list-style-type: none"> - Curriculum allows for all pupils to access sessions and to develop skills - Teachers to share key areas of improved practice suggestions with relevant staff members - Skills development evident in PE lessons - Staff discussion re impact on students’ well-being and learning 	<ul style="list-style-type: none"> - Continuing informal discussions to take place between MC and teaching staff to monitor suitability of curriculum - Meeting of appropriate staff and sharing of expertise. - Ongoing evaluation of TT to ensure regular use by the maximum number of students as possible.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0.51%
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:
<ul style="list-style-type: none"> - All pupils to continue to be given the opportunity to explore a space, which promotes being active and invites a wide menu of play, run by a staff team who are trained and knowledgeable in play-work and whose primary function is to promote the play process. - Swimming teacher's timetable to be evaluated to ensure every student continues to have a weekly swimming lesson, alongside considerations for provision for CLDD pupils. - Off site swimming sessions for identified Year 6 students to promote swimming 25 metres and using larger pool 	<ul style="list-style-type: none"> - H5 adventure onsite sessions arranged for every primary class - Sycamore Centre (outdoor adventure and play centre) silver package. Centre is planned to re-open from June 2022. - Discussions, involving MC, class teams and swimming teacher, to regularly reflect on and adjust timetable, when necessary - Discussion and organisation for therapeutic swimming for identified students and groups - Group identified by swimming lead and shared with relevant staff - Monitor progress termly 	<ul style="list-style-type: none"> - £1,500 - £1,440 - £9,592.36 - £25.50 per session (approx. £765) 	<ul style="list-style-type: none"> - All pupils in lower school given an outdoor adventure experience - The H5 Adventure sessions will contribute to the outdoor adventure activities in the school PE curriculum, a focus area due to the Covid-19 enforced restrictions - Providing targeted support to involve and encourage less active children - See evidence graphs on school website – Primary Swimming Penn Fields School - See evidence graphs on school website for off site group 	<ul style="list-style-type: none"> - Budget allocation to be reviewed each year, according to PE and Sport Premium funds, by MC and SLT - Differentiated expectations to be considered across the Key Stages, from Willow Class up to Oak Class. - Staff and class timetabling to be continually monitored by KH and teachers, to ensure impact on curriculum is balanced and justified - Monitoring by PE and Swim lead – progress - Monitored by swimming lead

<ul style="list-style-type: none"> - Balanceability for all KS2 & 2 	<ul style="list-style-type: none"> - PE lead to complete training in October 2022 and deliver CPD to phase - Monitor progress 	<ul style="list-style-type: none"> - Approx. £3000 for equipment for KS1 and 2 - £500 for bike shed - £240 per day cover for PE lead (x2) £480 	<ul style="list-style-type: none"> - Progress using monitoring by PE lead 	<ul style="list-style-type: none"> - Monitoring impact through skills progression
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.01%
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:
<ul style="list-style-type: none"> - Some upper Key Stage 2 pupils to be given the opportunity to take part in <u>out of school events</u> - All Key Stage 1 and 2 students to take part in sports activity sessions. 	<ul style="list-style-type: none"> - Take part in inter-school activities arranged by SMILE or our local sport partnership through Connect Ed. - Sports Relief event organised biannually. - <i>National Sports Week and School Sports Day</i> 	<ul style="list-style-type: none"> - £300 (fee for Connect Ed) - None 	<ul style="list-style-type: none"> - All upper Key Stage 2 pupils to have taken part in an inter-school activity, at least once in the year. Keep register of attendance. - All students to take part in intra-school sports activity sessions (at least once a year) tailored for individual students, as necessary. 	<ul style="list-style-type: none"> - KH to continue to maintain close ties to the SMILE partnership, in order to access the activities available. - Discussions with staff team after each event to consider successes and areas for development.

Additional Achievements:

Students have taken part in class based physical challenges as an inter-form competition using skills cards and recording their progress.

All primary students completed laps of the field as part of the Baton Relay for the commonwealth games.

All primary aged students access the outdoor gym and play area daily.

Some learning activities take part using outdoor space.

School is developing outdoor learning for all students and have access to LOTC to promote health, physical activity and wellbeing.

Offsite visits are now taking place – focus on outdoor and physical activity.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	K. Howard & A. Dingley
Date:	18.07.22
Governor:	
Date:	