



# 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](#) 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>- Every primary aged child continues to have weekly swimming lessons.</li> <li>- The profile of PE, sport and physical activity have been raised through display visuals, the promotion of Sports Week, termly certificates &amp; use of 'wake &amp; shakes'.</li> <li>- 88% of upper Key Stage 2 pupils took part in an inter-school event this year. 30% of Key Stage 1 and lower Key Stage 2 also took part in an inter-school event. Further participation curtailed due to Covid-19 enforced restrictions.</li> <li>- Use of 'wake and shake' sensory snacks and purchased playtime equipment to contribute to pupils taking part in at least 30 minutes of physical activity at school each day, not including PE lessons.</li> <li>- Growing resource base to provide adequate SOL resources for SLD pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers to audit and evaluate their own class' participation in at least 30 minutes of physical activity at school each day, not including PE lessons.</li> <li>- The PE curriculum will need to be tailored to meet the growing number of SLD pupils on the school roll, as well as the Covid-19 enforced restrictions on the PE lessons.</li> <li>- Playground 'outdoor gym' to be implemented, to contribute to the physical activity and sensory provision offered to KS1 and KS2 pupils. This has been postponed due to Covid-19 enforced restrictions.</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.	See evidence graphs on school website - <a href="http://www.pennfields.com/swimming.htm">http://www.pennfields.com/swimming.htm</a>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	See evidence graphs on school website - <a href="http://www.pennfields.com/swimming.htm">http://www.pennfields.com/swimming.htm</a>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	See evidence graphs on school website - <a href="http://www.pennfields.com/swimming.htm">http://www.pennfields.com/swimming.htm</a>
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?	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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £17,531		<b>Date Updated:</b> 14 <sup>th</sup> July 2020	
<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: 0.36%
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"> <li>- Teachers to audit and evaluate their own class' participation in at least 30 minutes of physical activity at school each day, not including PE lessons.</li> <li>- Playtime equipment to be maintained and monitored</li> <li>- Wake and Shake online resources to be continually evaluated and shared with staff</li> </ul>	<ul style="list-style-type: none"> <li>- Audit and evaluation to be created by MC and shared with teaching staff</li> <li>- Equipment is to be safe and fit for purpose or replaced if not</li> <li>- As currently, recommended resources to be shared with staff team (MC and colleagues)</li> </ul>	<ul style="list-style-type: none"> <li>- None</li> <li>- £62.50</li> <li>- None</li> </ul>	<ul style="list-style-type: none"> <li>- All classes expected to achieve participation in at least 30 minutes of physical activity at school each day, not including PE lessons.</li> <li>- Contributing to outdoor daily physical activity</li> <li>- Contributing to classroom based daily physical activity</li> <li>- Providing targeted support to involve and encourage less active children</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers evaluations to be collated and next steps collaboratively discussed</li> <li>- Popular resources to be noted, to maintain consistent use by pupils</li> <li>- Free resources researched and compared to paid for resources</li> </ul>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				24.63%
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"> <li>- 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</li> <li>- 'Outdoor gym' to be implemented, to contribute to the physical activity and sensory provision provided by the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Noticeboard to be updated by MC, according to new events and 'Sports Person' certificates</li> <li>- MC to meet with SLT to discuss feasibility, location and timescale.</li> </ul>	<ul style="list-style-type: none"> <li>- None</li> </ul> <p>£4,317.50*</p> <p><i>*Funding to be carried forward from the 2019-20 grant, as unspent grant and used in 2020-21 premium. Purchasing the outdoor gym was not possible this year, due to the restrictions on school visitors during the Covid-19 enforced lockdown.</i></p>	<ul style="list-style-type: none"> <li>- Pupils in photos or awarded certificates to be shown display. Display is outside two Lower School classrooms for pupils to see.</li> <li>- Contribution to 30 mins of physical activity for pupils (Key Indicator 1)</li> <li>- Contribution to sensory provision in school</li> <li>- Providing targeted support to involve and encourage less active children</li> </ul>	<ul style="list-style-type: none"> <li>- Current setup to be maintained</li> <li>- A permanent resource to remain for the foreseeable future, with occasional maintenance</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2.51%
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"> <li>- The PE curriculum will continue to need monitoring, to ensure it is meeting the growing number of SLD pupils on the school roll.</li> <li>- TOP &amp; SMILE staff PE courses to support staff knowledge of PE, in order to support all pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers to evaluate the Val Sabin PE schemes of work, during staff meeting time with MC</li> <li>- MC to Identify appropriate PE courses and share with staff team</li> </ul>	<ul style="list-style-type: none"> <li>- None</li> <li>£440 (2 days cover)</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum allows for all pupils to access sessions and to develop skills</li> <li>- Teaching staff are more confident in delivering PE activities to cater for SLD pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Continuing informal discussions to take place between MC and teaching staff to monitor suitability of curriculum</li> <li>- Meeting of appropriate staff and sharing of expertise.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				66.8%
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"> <li>- <b>All</b> 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.</li> <li>- Swimming teacher's timetable to be evaluated to ensure every pupil continues to have a weekly swimming lesson, alongside considerations for provision for SLD pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Sycamore Centre (outdoor adventure and play centre) Gold package to be purchased</li> <li>- Discussions, involving MC, class teams and swimming teacher, to regularly reflect on and adjust timetable, when necessary</li> </ul>	<ul style="list-style-type: none"> <li>- £2,720* <i>*Funding to be carried forward from the 2019-20 grant, as unspent grant and used in 2020-21 premium. Purchasing this package was not possible, due to the venue being closed during the Covid-19 enforced lockdown.</i></li> <li>- £8,991</li> </ul>	<ul style="list-style-type: none"> <li>- <b>All</b> pupils in lower school given an outdoor adventure experience at Sycamore, once a term.</li> <li>- Last year, these sessions were deemed by teachers and TLSAs to be very beneficial to pupils, with behaviour issues significantly reduced during the visit</li> <li>- Sycamore visits to contribute to the outdoor adventure activities in the school PE curriculum, a focus area during context of Covid-19 enforced restrictions</li> <li>- Providing targeted support to involve and encourage less active children</li> <li>- See evidence graphs on school website - <a href="http://www.pennfields.com/swimming.htm">http://www.pennfields.com/swimming.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>- Budget allocation to be reviewed each year, according to PE and Sport Premium funds, by MC and SLT</li> <li>- Differentiated expectations to be considered across the Key Stages, from Willow Class up to Oak Class.</li> <li>- Staff and class timetabling to be continually monitored by MC and teachers, to ensure impact on curriculum is balanced and justified</li> </ul>

### Additional Achievements:

Due to the effects of the Covid-19 enforced lockdown on the School Games Mark awards, the Wolverhampton PASS Team and Connect Ed created a **Black Country Commitment for PE and School Sport**. Penn Fields (Key Stages 1 – 5) was awarded the **EXCELLENT mark**, which recognised our excellent commitment to the promotion, development and delivery of school games within our school and the city. It stated, we have been instrumental in giving young people a wide variety of opportunities – participating, competing and leadership as well as building within them a passion for physical activity and its lifelong benefits

Participation in **inter-school events** this year: boccia, 2 football matches, Play Leaders event Unified Cricket and multi-skills competition. Sadly, our participation in the Mini and Big SMILE events was cancelled due to Covid-19 restrictions.

Last year the Wolverhampton PE community started the **Stuart Grant Award for Sportsmanship**, in memory of Stuart Grant, a teacher who made a wonderful contribution to PE in the city. The winner of the award should be someone who demonstrates the qualities and values that Stuart held in high regard: fair play, determination and integrity.

Congratulations to **Kaiden**, in Elm Class, who won the primary award this year!

Kaiden is competitive and motivated to always do his best, but plays fairly and responds respectfully to his peers and referees. Kaiden displays determination across his PE, sport and physical activity, whether trying to improve his techniques in gymnastics lessons, working hard to beat his Personal Bests in Athletics or playing football with his brothers at home. Kaiden's integrity has meant that he has excelled as a new sports leader in school - supporting KS1 pupils in their PE lessons; Kaiden has received rave reviews from the staff involved in those lessons for being a great role model, both as a sports person and as a caring member of the school community.

The video of the awards ceremony can be watched at <http://waspsonline.com/awards2020>, with Kaiden's award starting at 9:03.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.7%
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"> <li>- Weekly gifted and talented swimming sessions to be continued, for more able swimmers</li> <li>- Football link school connection to be maintained – 2 home games played</li> <li>- All pupils to continue to be given the opportunity to take part in inter-school activities, whether competitive and/or inclusive</li> <li>- All pupils to take part in intra-school sports activity sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Swimming teacher to maintain contact with external swimming pool (Ounsdale) to ensure pool availability</li> <li>- Transport to be arranged</li> <li>- MC to maintain contact with local school to arrange fixtures</li> <li>- Take part in inter-school activities arranged by SMILE or our local sport partnership through Connect Ed.</li> <li>- Sports Relief event organised biannually.</li> <li>- <i>National Sports Week and School Sports Day cancelled due to Covid-19 restrictions.</i></li> </ul>	<ul style="list-style-type: none"> <li>- £700</li> <li>- None</li> <li>- £300</li> <li>- None</li> </ul>	<ul style="list-style-type: none"> <li>- Contribution towards able pupils being able to swim 25m by Year 6 - see school website for swimming assessment and progress information</li> <li>- Contribution to number of pupils participating in competitive, inter-school sports</li> <li>- All pupils to have taken part in an inter-school activity, at least once in the year.</li> <li>- All pupils to take part in intra-school sports activity sessions, at least twice a year.</li> </ul>	<ul style="list-style-type: none"> <li>- Group to be monitored by swimming teacher and changed according to progress</li> <li>- A less able team game to be suggested to link school, in order to involve a wider range of pupils</li> <li>- MC to continue to maintain close ties to the SMILE partnership, in order to access the activities available.</li> <li>- Discussions with staff team after each event to consider successes and areas for development.</li> </ul>

## Unspent Grant

The excerpt below is taken from <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools#coronavirus-covid-19-update>

Due to the coronavirus (COVID-19) outbreak, the Department for Education has taken steps to relax the ring-fencing arrangements for the PE and sport premium in the 2019 to 2020 academic year to allow any unspent grant to be carried forward into the next academic year (2020 to 2021). 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:

See asterisks on funding allocation in Key Indicators 2 and 4.

Signed off by	
Head Teacher:	L. Thackaberry
Date:	19.07.20
Subject Leader:	M. Craddock
Date:	19.07.20
Governor:	V. Bunce
Date:	19.07.20