

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 **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 2019:	Areas for further improvement and baseline evidence of need:
<p>We have seen an increase in the number of competitions that we have entered. All pupils in Y1-6 had the opportunity to represent the school at an inter school competition.</p> <p>REAL PE introduced and beginning to be embedded.</p> <p>Cross country success with several teams and individuals reaching the finals</p> <p>Teaching and learning in the vast majority of lesson observation and monitoring judged as at least good</p>	<p>More competitions entered: especially pathway competitions.</p> <p>Assessment of PE to be tightened to ensure progression and continuity (staff said they felt unsure about assessment of PE via a staff audit)</p> <p>We want all teaching and learning in PE to be judged as good with many sessions being outstanding.</p>

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>	88%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	88%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	69%

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

We had planned take the Y6 pupils swimming during the summer term. (Covid-19 stopped this)

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: £	Date Updated:		
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:	
			65%	
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:
All pupils at the Whartons will engage in a minimum of 30 minutes of Physical Activity.	Update the markings on playground to include traditional games that include/encourage physical activity. Install a climbing frame for EYFS. Hire a play leader to lead playgrounds games that engage children in Physical Activity. Use outside organisations to provide age specific activities for all year groups across the school year. Whole school well-being day at PHGS	£12,000 £500 £3,000 £1,500 £1000	Markings have been placed and the initial response was an increase In physical activity levels at break times as observed by PH. However further observations haven't taken place due to Covid 19 pandemic. Playground leader is running daily play leading activities and has trained the older pupils to run activities on both the KS1 and 2 playgrounds. Inspiration tree have been providing weekly sessions for pupils during lunchtimes for	Introduction of a KS2 activity break Wake up shake up on the playground forKS2 Promote active learning during other curriculum areas.

			specific year groups leading to increased activity levels during these sessions.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 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?:
PE and school sport to be highly visible at The Whartons and used as a tool for school improvement.	Access to as many competitions as possible from the NW school sport wedge offer. Whole year plan identified and paper work allocated to office staff. Review of the PE Long term plan Renew the YOUTH Sport trust membership and access the quality mark.	£1500 – including 1.5 hours per week for admin £100 £200	We accessed the Cross country activity and had entered the football and Rugby competitions before Covid-19 caused the cancellation of the spring and summer competitions. Long term plan is under review and is being extended onto the learning wall Youth sport trust membership has been updated and audit has resulted in the award of the Bronze Quality Mark	During the first weeks of the Autumn term plan the whole year calendar to ensure we access as many competition as possible. Look at the learning wall and look at how the school drivers can be incorporated into the long term plan Use the Action Plan drawn from the result of the YST audit to plan next academic year and beyond to achieve Silver and Gold awards

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
All PE lessons to demonstrate good and outstanding teaching and learning.	PHGS PE specialist used to coach teaching staff to improve the skills of staff in delivering high quality physical activity. CPD in assessment in PE to ensure continuity and progressions is achieved in Physical Activity	£5000 £200	Initial data shows that all PE observations have been graded as good or outstanding. Review of CPD needs undertaken (Covid-19 impacted on the training)	Plan an observation week during the Autumn term to ensure this standard is maintained. Work with KFG to develop the PE coaching model. Redo the staff audit in Autumn 1
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:
A broad range of activities to be offered within the PE curriculum and as a programme of extra-curricular activities.	Review the PE long term plan Review the extra-curricular offer Hire a provider to provide age specific activities during lunch times Contact local sports clubs to form partnerships	£100 £100 £1500 £100	See above Not done Inspiration tree have been providing weekly sessions for pupils during lunchtimes for specific year groups leading to increased activity levels during these sessions.	Moved onto next years plan

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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:
All pupil to compete in inter and intra school competitions.	One event each half term for all pupils to compete in their house teams.	£300	All years groups that could (pre Covid-19) attended the age appropriate festival at PHGS We accessed the Cross country activity and had entered the football and Rugby competitions before Covid-19 caused the cancellation of the spring and summer competitions.	During the first weeks of the Autumn term plan the whole yea calendar to ensure we access as many competition as possible. Plan 3 intre school competitions across the whole year where the pupils compete against the other house teams
	Y1-6 Compete in festivals at PHGS Access competitions through the LA.	£800		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	