



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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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>Retained School Games Mark Gold award</p> <p>Embedded quality Schemes of work and Lesson Plans across the school</p> <p>All pupils have had the opportunity to represent the school in a physical activity festival or competition during their time at St Benedict's</p>	<p>Ensure all pupils have opportunities to be active for 30 minutes a day</p> <p>Develop life skills through PE and sport</p> <p>CPD needs identified and catered for.</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>	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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

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: £17,750		Date Updated: July 2020	
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: 5%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?	
Develop lunchtimes to increase physical activity levels and engagement.	Equipment offered for pupils use at lunchtime. Lunchtime supervisors encouraged to facilitate activities for pupils	£905	Children are more active during break times through participating in lunchtime sport clubs. Behaviour at lunchtimes has improved. Fewer instances of low-level disruption Pupils rarely forget their PE kits are They are able to explain how being physically active, engaging in high-quality PE & eating healthy snacks, has a positive impact on their health and well-being.	Develop KS2 playground with equipment to increase levels of physical activity at break and lunchtimes further.	
To improve punctuality and to support children to be learning ready	Breakfast club now incorporates physical activity		Pupil punctuality has improved as they want to arrive in time for the breakfast activities Attendance of a hard core of pupils has improved Pupils start the school day more focussed after having exercised		

Improve pupil's emotional health and well-being.	Health and wellbeing day		Pupils more aware of the effects of exercise on their physical and mental health	Yoga to be delivered as a unit of work
Inspire pupils to find something they enjoy doing with alternative activities integrated into curriculum/ clubs and lunchtimes.	Explore funding streams for a Daily Mile track around the school field to enable Daily Mile to take place throughout the year		Funding bid written but submission delayed due to Covid	Submit bid for Daily Mile track Explore other avenues Look at ways of making more lessons more active
Introduce Daily Mile more formally across the school	This was delayed due to Covid			
To increase physical activity levels for all pupils	Regular Intra school competitions		100% pupils took part in at least one intra school competition.	

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

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:
Encourage Active Travel	Active travel week planned as a launch for promotion of active travel but didn't take place due to Covid.			Active Travel to be promoted next year with a launch event
All pupils to understand the importance of physical activity on their physical and emotional well-being. All children should	Lessons have begun to be made more active so that pupils are less sedentary. Health and Wellbeing week was due to		Activity levels have increased. Pupil voice at the end of units has indicated that they feel fitter and	

<p>be aware of how physical activity contributes to a healthy life. This includes eating well, sleeping and resting as well as physical activity</p>	<p>be the launch of a renewed, reinvigorated focus on healthy active lifestyles. This was delayed due to Covid. However, this focus on wellbeing permeates through PE and across the curriculum</p>		<p>healthier and they are able to explain why it is important to be physically active. They can also articulate which activities they enjoy and why.</p>	
<p>Whole school sporting events to foster a sense of community and connection</p>	<p>Tennis equipment purchased in preparation. Euro football tournament, Wimbledon celebration event and Paralympic events were cancelled due to Covid</p>	<p>£750</p>		<p>Whole school sporting events to coincide with events cancelled last year</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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:
Improve quality of learning. Ensure that there is clear progression in learning	<p>Embedded the new schemes of work across the school. planning, teaching and assessment system for PE</p> <p>Staff confidence and ability to teach high quality PE has continued to increase following introduction and embedding of Get Set 4 PE schemes of work and lesson plans</p> <p>There has also been CPD in delivery of gymnastics and games lessons using the schemes. As a result, pupils have benefitted from high quality lessons where they are more active. Pupils have said that they enjoy PE more and it is clear that both physical literacy and fitness levels have increased</p>		<p>Planning has improved. Quality of teaching and learning has improved. Lessons are more active and have a clear focus. This increased confidence in staff has resulted in improved outcomes for the children.</p>	<p>Continue to use the new schemes and keep abreast of updates. Consider the possible effects of Covid on planning the Curriculum Map taking in to consideration pupil needs as they reintegrate and re-socialise, within government guidelines</p> <p>Subject leader support offered to staff in areas of need. Possible Peer support</p>
To ensure that all staff are aware of best practice and understand the role PE has in the wellbeing of pupils	<p>Membership of the South Sefton School Sport Partnership</p> <p>CPD in PE offered to all members of staff</p>	£3000	PE coordinator to disseminate relevant information to wider staff	Staff audit to inform future CPD needs

	Hosted a Partnership PE CPD Demonstration lesson			
	PE Lead disseminates relevant information following course/network meetings/communication from Partnership Manag			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 44%

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:
Additional achievements: Pupils to experience a wide range of physical activities at appropriate levels to foster a love of being physically active and to set them on the road to living a healthy active lifestyle.	Coaches were used to deliver a wide variety of clubs to ensure that the interests of as many pupils as possible are catered for. Football Coaching Dance Club Gymnastics club None of the Summer activities were able to take place due to Covid E.g. tennis, cricket, athletics,	£4200 £3655	Pupils fitness levels have improved through taking part in additional activities offered throughout the school day. This has also resulted in improved focus and has helped pupils to become more confident and competent learners. Pupils who took part in a variety of activities across a range of different sports demonstrated improved performance, coordination, agility, confidence and skill. This is evident through observation and, importantly, the pupils can recognise this themselves. Participation at extra-curricular clubs increased by 14% during the Autumn & Spring Terms.	Pupil audit to determine clubs offered Encourage wider staff to get involved with extracurricular sports activities Engage all pupils in intra competitions. Develop Personal Best Challenges.

<p>Target an event at those who do not readily engage in extracurricular sports clubs</p>	<p>Pupils took part in a Foot Golf competition.</p> <p>Olympic/Paralympic festival was due to be held in the Summer Term. This was cancelled due to covid</p>	<p>(Part of SSP Membership)</p>	<p>Pupils visibly grew in confidence during the event.</p>	<p>Use major sporting events to inspire pupils. Pupil voice to ensure extracurricular offer is meeting the needs of all pupils Rearrange Olympic and Paralympic festivals for Summer 2021</p>
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