



# 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  
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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 improvement s made now will benefit pupils joining the school in future years

Please visit [gov.uk](http://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:
Regular sport competitions with local primary schools Organized lunchtime sports activities Sports leaders at lunch time Fitness apparatus added around the track	Improve fitness of Change 4 Life pupils Extend provision of minority sports Develop the health and mental well-being curriculum Improve family engagement Increase the level of competency in swimming across the school

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.	%- <a href="#">Swimming did not take place this year due to Covid 19.</a>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%- <a href="#">See above</a>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%- <a href="#">See above</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/No- <a href="#">Additional provision had been booked for the summer term. However did not take place due to Covid 19.</a>

## 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, 280 Allocated funding spent (as at July 2020) £11, 035	Date Updated: July 2020		
<b>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</b>				Percentage of total allocation:
				48%
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:
Increase pupils physical activity	<ul style="list-style-type: none"> <li>Organise weekly walk the mile event</li> <li>Children awarded house points for number of laps.</li> <li>Advertise special walk the mile events e.g Easter, Christmas, Colour run</li> </ul>	£50	Chn and families will become more active. <b>Children have been Inspired to independently become active during own free times.</b>	Continue with the weekly walk the mile event.
Children to actively travel to school using the Sustrans challenges.	To use Santa's Challenge in December and the Big Pedal Emails and letters home to parents Pupil/class rewards for achievement	None	Chn and their families will be actively travelling to school rather than getting in the car. <b>Increase awareness and safety: on the roads, when walking, cycling and scooting for fun. Children continue to commit to a healthy lifestyle.</b> <b>Increase in number of children</b>	To keep actively involved with Sustrans events. Buy more bikes for chn to use in school.

			cycling or scooting to school.	
Increase provision of physical activity opportunities during lunchtimes.	<p>To provide exercise stations around the track</p> <p>To further develop zoned areas</p> <p>Broaden range of opportunities on offer</p> <p>LTFC to deliver lunchtime clubs.</p> <p>Chn using their skills to create games and hold mini competitions in the playground.</p> <p>Young leaders to run active sports clubs 2 times a week</p> <p>Lunchtime rota of games for Year groups to practice in a zoned area – e.g Mon Yr 6 hockey, Tues Yr 5</p> <p>Sports council to help in the delivery of intra-school competitions.</p> <p>Brand new Clatter Bridge erected in EYFS unit.</p>	<p>£7,338 (remaining amount paid as exercise station works finished in Sept 2019)</p> <p>£1,800 for new Clatter bridge</p>	<p>Chn will be enthused during lunchtimes, learning new skills. An increase and variance in physical activity opportunities available for children to participate in</p> <p>More children will be physically active at lunchtimes.</p> <p>Further reduction in incidences of poor behaviour at lunchtimes.</p> <p><b>Children have become more independently active during lunchtime and playtimes. -Fewer reports of behavioural issues at lunchtime. Children are therefore better prepared for the afternoon session.</b></p>	<p>Chn to continue to use the exercise stations.</p>
Increase participation in additional 15 minutes of physical activity during the school day.	BBC super movers, Go Noodle used in lessons and planning.	None allocated	<p>All pupils will be more physically active during the school day</p> <p>Concentration levels will improve from chn</p> <p>Staff will be able to pause the lesson, have a shake up and re-join lesson.</p> <p>Chn will gain 10-15mins more activity a day during lesson time</p> <p><b>The school makes effective</b></p>	<p>To continue using these websites to sustain daily 15 minute physical activities.</p>

			use of BBC Super Movers and Go Noodle to provide cross curriculum learning whilst doing physical activities. and resources for high quality Maths lessons.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				6%
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:
To continually promote the importance and value of PE and award achievement within it.	To hold celebration assemblies linked to sporting participation. Assemblies will continue to raise the profile of celebrating children's achievement in level 1 and level 2 competitions that have taken place that week. Certificates awarded for outstanding work and improvement in PE. Determination, effort and improvement also celebrated Sports stars to be displayed on PE board Achievements or competition participation to be shown on PE display. To continue an annual sports day	None Allocated	Children will demonstrate real pride when given an award and positively affect their confidence and self-esteem. Improvements in attitudes to learning will continue to be seen as a result of children applying themselves in order to receive a certificate. Inspiring display boards in classrooms and other areas of the school. Certificates presented to children displaying these values. Chn motivated by their peers who have excelled in PE <b>PE/Sports profile has been raised through regular updates via the school</b>	Pupils are encouraged to share their sporting achievements, from outside school. These are recognised each week during Celebration Collective Worship, photographs are displayed in the school and displayed for parents. Achievements are published on our website and monthly newsletter.

			newsletter, website, certificates, displays and Celebration Assemblies following a competitive event – certificates have been shared and praised. See website and class news	
Update current resources and equipment	Purchase equipment and resources Monitor and evaluate the impact	£1,247	Children and staff have access to equipment and resources required for specific sports and activities.  <b>Equipment is now specific to activities provided at lunch time. Does not affect the PE equipment / storage area that is required for lessons, therefore decreasing the negative impact it can have when teachers are trying to resource equipment in preparation for a lesson.</b>	To consider adding more pieces of equipment. To ensure equipment is checked and maintained regularly. Equipment has a guarantee and has metal bases to support sustainability.
Continue to make links with local clubs and seek external coaching to support teachers in the delivery of PE	Contact local clubs Work with Luton Town coaches. Invite coaches to work with staff Invite club coaches to offer after school clubs	None allocated	Links are formed with local clubs to provide children with further opportunities in their chosen sports.  <b>Benefits and knowledge of sports and activities raised amongst children and families. Higher level of participation and interest. Children take part in out of school sports and activities</b> We have had links with Dunstable rugby club, Luton town Football club and Hertfordshire Orienteering club	To continue links with local sports clubs and invite coaches in from these clubs to enhance pupils' knowledge on local sports clubs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:  0%
Intent	Implementation		Impact	
<b>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:</b>	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
To organise the completion of a staff questionnaire that leads to improvement actions.	Carry out staff questionnaire. Analyse the data. Implement changes to be made. Evaluate the impact.	None	Staff's views and ideas are gathered and used to make improvements in PE.  <b>Staff attended a dance CPD and are more confident in the delivery of dance across the school.</b>	To make sure that all new staff are aware of the PE resources that are available to them and give support to any teachers so that they are confident in and delivering high quality PE.
To explore PE schemes, with a view to subscribing, to aid in the planning process of lessons and increase teaching resources for all staff.	Perform a planning scrutiny to assess gaps, suitability and teacher confidence  Staff survey of PE  Explore different schemes that provide progressive planning and suitable resources  PE staff meeting to discuss planning  Liaise with other schools in the trust to assess planning	None allocated	Whole school planning will be easier to monitor and assess.  Teachers will have more ideas and resources to access.  <b>Staff are familiar with the National Curriculum objectives through the use of 'Power of PE' (This we paid for last year) and are aware of the different core PE Skills and the progression within them.</b>  <b>Whole school planning is easier to monitor and assess.</b>  <b>Teachers now have more ideas and resources to access.</b>	Continue to monitor teaching and learning  Attend training and the PE conference where possible 2020-2021. Share new ideas to delivery PE with all staff.  Look at schemes of work to address support the teaching of healthy choices and mental well-being.

To embed and monitor, discuss and provide CPD where needed.	Subscribe to local school sports partnership and send staff to some of the sports CPD's LTFC upskill staff	No payment allocated	Staff to become more confident in Coaching pupils to competition level. Teachers will follow the skills needed and rules set by the School Games in preparation for competitions. <b>Due to Covid 19 some CPD'S did not happen</b>	Staff to have regular updates and training throughout the year. To find out the cost of signing up to the local school partnership and what they have to offer.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:  1%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
To further enhance the extra-curricular physical activities offered to all children by increasing the number and breadth of opportunities on offer	To offer children a greater variety of sports clubs. Arrange Pop up sports clubs Breakfast and after school club to have access to sport equipment To continue behaviour support.	£100	Children will get specialist coaching to ensure they are confident and well prepared entering competitions. Children will learn new skills More clubs and activities on offer More children will be engaged in extracurricular physical activities. Behavioural children will have methods and ways to improve their reaction to a situation and overall behaviour.  <b>The skills pupils have acquired in PE lessons and after school clubs have been applied to games and</b>	<b>To continue offering a variety of sports clubs.</b>

			<p>competitions through the offsite tournaments, intra-school competitions and the virtual sports day challenge which all pupils have taken part in. As a result, pupils have an increased understanding of the need to practice and refine skills such as ball control, hitting a target, perseverance and team work.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
<b>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:</b>	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
To continue to enter competitions including G&T competitions.	<p>Support KS1 to continue to attend a range of L2 school games event opportunities.</p> <p>Enter both boys and girls Yr 6 football leagues.</p> <p>Subsidise transport costs to competitions/festivals.</p> <p>Children who excel at sports to be given the opportunity to take part in appropriate level competitions</p> <p>Less sporty children to be given the opportunity to represent their school in competitions for B, C teams.</p> <p>Targeted children to be given the opportunity to take part in non - competitive sporting festivals.</p>	£500	<p>More KS1 children will access and participate in a competitive opportunity.</p> <p>Year 6 competitive football league will increase participation in the sport.</p> <p>Chn will be chosen for events based on recent skills shown in PE lessons.</p> <p>Year 6 competitive football league will give experience in competitive sport to more chn.</p> <p><b>Pupils have had the experience of refining skills and applying them to a more competitive activity – rugby, multi skills, gymnastics</b></p> <p><b>Pupils have gained confidence in the use of a range of resources and within sports environments – sports halls, gymnasiums, rugby/football pitches – a limitation to our school</b></p>	<p><b>Continue to subscribe to the SSP and to enter more events</b></p> <p><b>Continue to involve all Children in KS2 to participate in intraschool competition and increasing numbers of KS1 pupils.</b></p> <p><b>Invite local primary schools to participate in an orienteering festival.</b></p>

			<p>Off-site tournaments have provided all KS2 pupils an opportunity to compete against a wide range of Abilities. Before lockdown, 86 KS2 pupils had represented the school in a sporting event competition. (We even had a year 5 boy win his age class at the British school's Orienteering championships). Also 12 year 2 pupils took part in the ks1 gymnastics competition and came 2<sup>nd</sup> and 3<sup>rd</sup>.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>GK Manson</i>
Date:	2.7.20
Governor:	
Date:	