

# 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 2019:	Areas for further improvement and baseline evidence of need:
<p>Bronze award for School Games Mark – two years in a row.</p> <p>Wide range of sports clubs provided across KS1 and KS2 – focus on participation for enjoyment purposes as well as competitive purposes.</p> <p>Successful Change4Life Club aimed towards less active pupils and pupil premium children.</p> <p>Inspired Through Sport GB Athlete visit – we raised almost £2000, meaning that our school was given £550 to spend on PE equipment!</p> <p>Building of a mini 5-a-side astro – raised profile of sport across the whole school.</p> <p>Successful implementation of regular opportunities for physical activity – started as ‘The Daily Mile’ but known by our school as ‘The Mad Dash’</p>	<p>Ensure that all classes are teaching 2 hours of Physical Education per week that is high-quality.</p> <p>Continue to provide a wide range of sports clubs and activities for children across the whole school.</p> <p>Ensure that Year 6 children have the opportunity to attend top-up swimming where required.</p> <p>Ensure that the profile of PE and sport is raised across the whole school, so that everyone wants to be involved!</p> <p>Give children further opportunities to experience activities that school wouldn’t ordinarily organise.</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><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.</p>	66.6%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66.6%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86.2%
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?	No to date – we plan to this academic year (in the summer term)

## 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> 2019/2020		<b>Total fund allocated:</b> £17,700		<b>Date Updated:</b> 09.12.19	
<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: 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?	
All children should have access to physical activity at regular intervals during the day, both at play time but also during lesson times. Children should have access to a variety of sports clubs led by specialists.	<b>All Terms:</b> Trained Year 6 Play leaders to deliver 30-minute lunchtime sessions to EYFS and KS1 children daily. Kidderminster Harriers to deliver 2x lunchtime football sessions. Sports Stars Education to deliver 1x lunchtime football session. Yoga specialist to deliver 4x lunchtime yoga sessions. Change4Life morning club organised and delivered by two trained TAs.		(WFSSP)  No cost incurred £1365  £120  £750  <b>= £2,235</b>	20 Year 6 pupils participated in Play leader training organised by WFSSP – 20 minute sessions ran in lunchtime 5x a week – between 10 and 15 children participating every day. 20-30 KS1 and 40-50 KS2 children participating in 25-minute football sessions 3x a week. Every KS2 pupil (120) participated in yoga sessions. 12-15 children took part in Change4Life club every week (focus on pupil premium and less able pupils)	
				Sustainability and suggested next steps:  Continue Play leaders next year and increase provision for play and sports activities further. A wider range of sports clubs – develop stronger links with specialists	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				24.5%
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:
Children and staff alike should feel proud to be part of St Ambrose Catholic Primary School. Children should be motivated and enthused to participate in events representing their school, and also completing internal school events.	<p><b>All Terms:</b> Membership with the Wyre Forest School Sport Partnership</p> <p><b>Autumn Term:</b> Attend at least 4 WFSSP events (participation and competition focus).</p> <p><b>Spring Term:</b> Attend at least 4 WFSSP events (participation and competition focus). Attend CTA competitions.</p> <p><b>Summer Term:</b> Attend at least 4 WFSSP events (participation and competition focus). Attend CTA competitions. Redesign school PE kit to incorporate tracksuit bottoms and polo t-shirts alongside t-shirts and shorts.</p>	<p>£2700</p> <p>(WFSSP)</p> <p>(WFSSP)</p> <p>£120</p> <p>(WFSSP)</p> <p>£120</p> <p>No cost incurred</p> <p><b>= £2,940</b></p>	<p>40 KS2 pupils attended WFSSP Cross-Country Event.</p> <p>14 KS2 pupils attended WFSSP Cross-Country Competition.</p> <p>9 PP children took part in WFSSP Dodgeball Festival.</p> <p>10 KS2 pupils took part in WFSSP Tag Rugby competition.</p> <p>16 KS2 pupils took part in WFSSP Hockey Competition.</p> <p>20 KS2 pupils attended CTA Football Tournament.</p>	<p>Continue with WFSSP and CTA events next year – aim to attend a wider variety of events.</p> <p>Organise regular opportunities for sports matches against other schools.</p> <p>Implement new school PE kit.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				57.3%
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 members of staff should feel increasingly confident teaching PE, and should also feel enthusiastic and keen to teach high-quality PE in order to promote the importance of PE and sport to all children.	<p><b>All Terms:</b></p> <p>Membership with the Wyre Forest School Sport Partnership. PE Specialist to provide on-going CPD for up-skilling staff.</p> <p>Subscription to PE Scheme (GetSet4PE)</p> <p>Attendance at WFSSP CPD sessions</p> <p>PE Leader trained in National Curriculum Swimming</p>	<p>£2700</p> <p>£6825</p> <p>£550</p> <p>(WFSSP)</p> <p>£75</p> <p><b>= £10,150</b></p>	<p>PE Coordinator attended training and meetings – information passed back to staff in staff meetings and CPD opportunities</p> <p>All teachers had minimum 2 terms weekly CPD with PE Specialist.</p> <p>Teacher’s PE lessons taught with suitable structure, differentiation and challenge through use of GetSet4PE.</p>	<p>Maximise CPD opportunities – organise / attend training courses with WFSSP specialists in required areas.</p> <p>Identify weaknesses for all staff and ensure on-going CPD is provided to improve teacher knowledge and skill in school.</p> <p>Increase level of swimming teaching in school rather than reliance on external providers.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
All children across the school should have access to a wide range of sports and activities, during school time and also at after school clubs. This variety should be included within the PE Curriculum Map, but children should also have access to sports and activities that they may not get otherwise, such as rock climbing and cycling.	<p><b>All Terms:</b></p> <p>Membership with the Wyre Forest School Sport Partnership</p> <p>Trained Year 6 Play leaders to deliver 30-minute lunchtime sessions to EYFS and KS1 children daily, to give children a taste of a range of activities and sports.</p> <p>Kidderminster Harriers to deliver 2x lunchtime football sessions.</p> <p>Sports Stars Education to deliver 1x lunchtime football session.</p> <p>Yoga specialist to deliver 4x lunchtime yoga sessions.</p> <p>After school clubs to include a wide variety of sport for children to experience.</p> <p>Attendance at a variety of WFSSP events to provide children with a range of opportunities.</p>	<p>(WFSSP)</p> <p>No cost incurred</p> <p>£1800</p> <p>(WFSSP)</p> <p>= £1,800</p>	<p>20 Year 6 pupils participated in Play leader training organised by WFSSP – 20 minute sessions ran in lunchtime 5x a week – between 10 and 15 children participating every day.</p> <p>20-30 KS1 and 40-50 KS2 children participating in 25-minute football sessions 3x a week.</p> <p>Every KS2 pupil (120) participated in yoga sessions.</p> <p>12-15 children took part in Change4Life club every week (focus on pupil premium and less able pupils)</p> <p>Regular attendance at WFSSP events – wide range of activities.</p>	<p>Continue with Play leaders</p> <p>Increase lunchtime provision for a variety of sports and activities</p> <p>Continue Change4Life – option for increasing numbers of sessions</p>

Key indicator 5: Increased participation in competitive 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:
All children should have regular opportunities to take part in competitive sporting opportunities. For EYFS and Key Stage 1 this will mainly be through inter-house competitions; in Key Stage 2 there will be added opportunities to compete against other schools for a wide range of sporting activities. Children and parents should be provided with information regarding out-of-school sports club in the local and surrounding area, and staff should promote these clubs regularly to encourage children to take up a competitive sport out of school time.	<p><b>All Terms:</b> Membership with the Wyre Forest School Sport Partnership</p> <p><b>Autumn Term:</b> Attend at least 4 WFSSP events (participation and competition focus). Inter-house competition taken place in school.</p> <p><b>Spring Term:</b> Attend at least 4 WFSSP events (participation and competition focus). Attend CTA competitions. Inter-house competition taken place in school. Local/surrounding area sports clubs to be promoted through use of a display board in school, and also on the school website, Twitter page and TAPP Facebook page.</p> <p><b>Summer Term:</b> Attend at least 4 WFSSP events (participation and competition focus). Attend CTA competitions. Inter-house competition taken place in school.</p>	<p>£150</p> <p>No cost incurred</p> <p>£150</p> <p>No cost incurred</p> <p>No cost incurred</p> <p>£150</p> <p>£120</p> <p>£5</p> <p><b>= £575</b></p>	<p>Personal challenges throughout the year</p> <p>Inter-house competitions for KS1 and KS2</p> <p>Local and county competitions for KS2 as part of the WFSSP</p> <p>County competitions for KS2 as part of the CTA</p> <p>Local area display promotes out-of-school clubs to the St Ambrose community.</p>	<p>Continue with WFSSP</p> <p>Continue with WFSSP and CTA events next year – aim to attend a wider variety of events.</p> <p>Organise regular opportunities for sports matches against other schools.</p> <p>Increase quality and frequency of personal and inter-house challenges in school.</p> <p>Develop strong links with local sports clubs.</p>



Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>G. Ballard</i>
Date:	21/05/2020
Governor:	
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