

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:
<ul style="list-style-type: none"> Created new and improved existing relationships with local sports clubs, including Football, Karate, Tennis, Squash, Badminton and Basketball clubs. Achieved Gold Level School Games Mark – through increased participation in intra/inter school competitions, increased variety of sports available through the year, increased visibility of PESSPA throughout school. KS2 playground environment improved and level of activity increased. New climbing frame and playground markings provide level of challenge even for Y6 children. Increased confidence of teachers in delivery of PE lessons due to ongoing CPD provided by specialist PE teacher from PHGS, specialist teacher from ACES and purchase of imoves subscription which provides planning and resources for Gym, Dance and PE units from Foundation to Y6. Broader range of extra-curricular clubs (delivered by school teachers and TAs) leading to increased participation in a variety of sports. Increased experience and expertise of the TAs delivering clubs. Funding has allowed increased participation at extra-mural events, covering the cost of coach travel, staff supervision and admin of arranging these events by PE admin assistant. Development of Sports Leader role – children directly involved with delivery of PESSPA at breaktimes and lunchtimes. Hoodies bought with funding to increase visibility and importance. Health & Wellbeing Week: successful week introducing children to new sports and activities (Basketball, Dance, Balance biking, yoga) and encouraging links with local sports clubs. Communication to parents improved through new PE noticeboard and inclusion of PESSPA news in the regular school newsletter. 	<ul style="list-style-type: none"> Develop Westgate PE curriculum and shift away from sport specific units – focussing on fundamental skills and non sport-specific skills which can be applied to any sport. Provide CPD to teachers for planning and teaching in this way. Develop a progression framework of skills in each PE discipline so teachers are clear which skills children should cover in each year group. Ensure vocabulary is clear and well-defined so teachers and children are able to use confidently and correctly. Look into methods of assessment within the new Curriculum and progression framework and how this can be done effectively to inform future planning and teaching. Continue to improve links with local clubs and encourage participation of Westgate children. Arrange further taster sessions with Badminton club, Basketball, Dance, Tennis, Squash, Football, Rugby and Athletics where possible. Continue to develop levels of physical activity throughout the school day (30:30). Investigating further ways to develop physical activity levels on the way to and from school and incorporate active learning in the classroom where possible. Develop role of Sports Leaders to include active assemblies, break and lunchtime activities and assistance at clubs for younger children. Foundation playground in need of re-development and the climbing frame currently provides no physical challenge for 3-5 year olds. Investigate options for replacing the climbing frame and look at what would provide appropriate, creative challenge for those children.

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? 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.	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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: £17800		Date Updated: July 2020	
Key indicator 1: The engagement of all 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:
					%
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:	
Increased participation in after school clubs.	Teachers and teaching assistants to provide a wider range of extra-curricular clubs.	£2000 tbc	Clubs have taken place in the following sports: <ul style="list-style-type: none">FootballRugbyNetballGymnasticsMulti-skillsWUSU danceSport Stars (targeted chn)	Increased expertise / experience of TAs delivering clubs. Clubs to continue next year - which ones will depend on staff expertise and availability.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
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:	

PE and Physical Activity Leader role continued throughout 2019/20.	PE and PA given whole school focus and profile. PE leader able to devote time and efforts towards raising profile of PE whilst improving own knowledge and experience.	£2683	Spending of the funding has been well thought through and long-term priorities considered.	Increased experience and knowledge of PE leader which can be shared with other staff.
PE Admin Assistant role used to assist in organising paperwork and transport for events, competitions and to monitor club participation. Also maintains noticeboard.	Admin assistant to monitor SSP website for new events / competitions. Send out letters and collate reply slips. Organise coach and other admin for each event.	£720	Children have more opportunities to compete in a wider range of sports. Participation in inter-school competitions.	Relatively small cost for the impact in attendance at event. Opportunity to include as part of TA role in future.
To celebrate achievements of children in School Sport and Physical activity.	Children bring in certificates / trophies which are shared in Celebration Assembly every Friday.	none	Profile of PE and PA both in school and at home raised. Children see the successes and achievements of their peers. Continues to place importance on children's sporting activities both in and out of school time. Well established.	Free to run – sustainable.
Pupil voice – PE leader to ask pupils their views of PE, the PE long term plan and physical activity in school. Also, find out about activity levels in school and at home.	Annual Health Survey completed by every pupil during Health and Wellbeing week. PE leader to use survey to identify less active children who will then be targeted during following year to participate in extra-curricular Physical activity. MHMS KS2 results also used.	none	Will be able to use this to monitor impact of various initiatives at school – end of this year will be able to identify change from year to year. Will use to identify less active children for targeting for initiatives next year. Will look at barriers to PA and what we can do to help children / families be more active.	Free to run – sustainable.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Professional development for PE Subject Leader	Investment in Active Schools SLA.	£1200	Access to Active Schools events which children participate in PE leader informed about initiatives and changes to national requirements.	Increased knowledge and expertise of staff in school.
CPD provided by ACES Education.	PE teacher in school to deliver 2 units of PE per half term. Teachers observed after identifying areas of PE in which they felt less confident.	£2430	Children participated in high quality PE lessons where activity levels were high. Every child in school was due to participate in a related inter-school festival (however summer festivals didn't go ahead due to Coronavirus).	Increases knowledge and expertise of staff in school (YR-Y6) Sustainable as teachers next year will plan and deliver the units themselves and classes just participate in the inter-school competition.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:

Access to a broad range of SSP / Active Schools / School Sport Coordinator events	Investment in Active Schools SLA	as above	Participation levels in events/ competition higher than in previous years. All children in school from YR-Y6 participating in inter-school competition	Continue to attend Active Schools and SSP events as per pre-funding years. Investigate ways to continue inter-school competitions locally.
Health and Wellbeing Week	Organise a range of activities and sports for children to experience.	£0	Did not happen due to Coronavirus	Established links with local community clubs means that we can organise free taster sessions during H&W week which then encourage children to join the club.
Buy/refresh resources to ensure that all children are able to access necessary equipment during lessons	Update resources: <ul style="list-style-type: none"> • Footballs • Netball posts / bibs • Rugby balls 	£300 tbc	Good quality resources mean that children have enough to work individually or in pairs, ensuring high levels of participation and maximises the time available to practice skills in lessons. High quality resources help to reinforce high quality teaching.	Resources kept in good condition will only need to be refreshed and restocked as needed in future.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Extensive event / competition calendar for KS1 and KS2 provided by SSP, Active Schools	Invest in Active Schools SLA transport costs	see above	All children in Years 1-6 have the opportunity to compete against other local schools in a sport they have been prepared in. Children will make links with secondary school teacher and other children which will ease transition to high school.	Investigate ways to continue inter-school competitions locally, once funding ceases. Continue to attend Active Schools and SSP events as per pre-funding years.
Years 1-6 to participate in competitions (after receiving specialist subject coaching)	Investment in a specialist sports coach from family of schools- link with PHGS	£420		

£ 17800 (8000 unspent due to Coronavirus – rolled over to 2020/21) This would have been spent on transport for and attendance at summer events / competitions (summer is the busiest term for this), events / sessions during Health and Wellbeing week, and further provision of extra-curricular clubs.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	H Hooper

Date:	July 2020
Governor:	
Date:	