

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 2020:	Areas for further improvement and baseline evidence of need:
<p>Crudgington Primary school has achieved the gold school games award which will be carried over onto the 20/21 academic year due to COVID-19.</p> <p>The school has continued its commitment to the Telford and Wrekin sports partnership which holds competitions throughout the school year – up until lockdown in March 2020 due to COVID-19.</p> <p>The school has continued to increase its amount of sporting competitions entered this academic year.</p>	<p>Continue to develop the school curriculum to ensure that pupils gain a key set of skills that is built upon throughout each year group. Ensure there are opportunities for all children to engage in competitive sport.</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>	<p>84%</p> <p>NB Year 6 swimming did not go ahead due to Covid-19. Data from Y4 swimming & Gala results</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>79%</p> <p>NB Year 6 swimming did not go ahead due to Covid-19. Data from Y4 swimming & Gala results</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Unable to collate data due to swimming lessons cancelled after lockdown during COVID-19.</p>
<p>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?</p>	<p>Yes/No</p>

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:	
<p>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</p>					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?:	
<p>Continue sports leadership to encourage younger children to take part in physical activity at break and lunch times.</p> <p>School curriculum planning includes 2 hours of timetabled physical activity per week.</p> <p>Lunchtime clubs to continue to be provided in school on Tuesdays and Thursdays.</p>	<p>Jumping Jaxx training to be delivered to Y5/Y6 children who will then use their new skills to introduce activities to ensure lunchtimes are active and structured.</p> <p>To continue active lunchtimes, providing children with a broader opportunity of sports, games or activities, which encourage them to be more physically active throughout the school day.</p> <p>School sports coach to deliver sports based activities as well as lunchtime clubs twice a week.</p>		£400	<p>School games leaders trained through Jumping Jaxx</p> <p>Children have had access to: Basketball, Netball, football and lunch games supported by the Sports Coach</p> <p>Lunch time sports provision has continued and new resources/equipment provided</p>	
			Sustainability and suggested next steps:		
			<p>Continue to ensure game leaders are trained year to year to ensure there is opportunity for all pupils for PE provision at lunchtimes.</p> <p>PE council (student voice) to ensure there is a range of activities on offer.</p>		

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:
<p>Employment of a sports coach to increase inclusion in inter-school competitions, school games competitions, after school sporting clubs, develop and give CPD to improve staffs expertise, and support sports provision at lunchtimes.</p> <p>Provide children with outdoor education opportunities and experiences.</p> <p>Continued sporting participation in competitions through the membership of sports partnership.</p> <p>Whole school sports day planned for May 2020 – cancelled due to COVID-19.</p>	<p>To ensure school teams are entered into the Telford and Wrekin, sports partnership competitions and active sports competitions.</p> <p>To enhance pupil’s self-confidence and deal with significant changes and challenges within a sporting context. Arthog residential (year 5/6) Forest schools (reception and year 1)</p> <p>Outdoor walks/orienteering planned with year 3.</p> <p>Continue to enter all teams in SSP events, competitions and tournaments.</p>	<p>£15,000</p>	<p>All staff have observed the Sports Coach delivering PE sessions as part of continued professional development.</p> <p>All eligible children attended Arthog Outdoor Centre in 2019-2020</p> <p>All year 3 children took part in a series of orienteering walks provided by Arthog outreach.</p>	<p>Virtual competitions will allow for more children to engage in competitive sport.</p> <p>Further research into additional/earlier date for sport/outdoor related residential – continued into academic year 20-21 due to COVID-19.</p>

<p>Pupils sporting achievements to be celebrated and promoted on the school website and in weekly whole-school assemblies.</p>	<p>All internal and external sporting opportunities to advertise through the school newsletter and in assemblies.</p> <p>Celebration of sporting achievements to further promote and spark interests in sports and the sporting opportunities available to partake inside/outside of school.</p>			
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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:
Continued subscription to the school sports partnership and staff training. To continue to work with sports coordinator during lessons. To extend and develop the knowledge of staff in teaching indoor PE, team games, outdoor education and athletics for PE lessons.	Continuing to address whole staff professional development through courses run by the school sports partnership as well as identifying weaknesses through self-evaluation/questionnaires to staff. Staff gain a greater understanding of the pedagogy and key skills in a variety of physical education activities and sports. Develop confidence when teaching PE.	Cost through the school sports partnership membership.	All teaching staff have worked alongside the Sports Coach to develop expertise in delivering Physical Education Staff feel confident in delivering PE Sessions	Continue to audit staff training needs and identify CPD opportunities facilitated through the SSP.
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:

<p>Additional achievements:</p> <p>Purchase of additional equipment to support provision of a greater number of sports.</p> <p>To ensure equipment is accessible for the curriculum.</p>	<p>Buy new equipment to ensure a wide range of sports can be on offer for the children.</p> <p>Ensure that equipment is maintained and replenished throughout the year.</p>	<p>£1000- if unspent – carried over to academic year 20-21 due to lockdown in March 2020 (COVID-19)</p>	<p>Equipment has been audited and all needed equipment purchased</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<p>Increase the total number of competitive sport activities available across the course of the academic year.</p> <p>Continue to provide a range of physical activities that are incorporated into curricular and extra-curricular provision.</p> <p>Provide transport for physical education and sporting events to ensure pupil participation.</p>	<p>Increase the total number of competitive sport activities available across the course of the academic year.</p> <p>To continue the range of clubs offered after school.</p> <p>Ensure that staffing and transport isn't a barrier to pupil participation.</p>	<p>£500 over a 2 year billing cycle</p> <p>Cost through employment of external sports coach for CPD and pupil provision.</p> <p>£1000 allocated for transport out of PE budget – if unspent – carried over to academic year 20-21 due to lockdown in March 2020 (COVID-19)</p>	<p>Thus year, we have offered <u>competitive sport in:</u></p> <p>Football Basketball Dodgeball Multisport Cross country</p> <p><u>After school clubs:</u></p> <p>Football Basketball Netball Multisport Tennis</p> <p>Transport provided for competitive events when needed.</p>	<p>The school will continue to buy into the sports partnership scheme.</p> <p>Use Telford and Wrekin sports partnership transport services for some competitions if possible.</p>