

# 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:
<ul style="list-style-type: none"> <li>• Staff development increased</li> <li>• Increased participation in sports clubs</li> <li>• Increased success local cluster tournaments.</li> <li>• More children active at playtime due to new play equipment</li> <li>• Introduction of Sports Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Year 5/6 children as Play Leaders – enabling them to run small games at lunchtime and playtime under supervision.</li> <li>• Continue to increase staff CPD across a range of areas – including inclusive P.E</li> <li>• Increase/maintain the number of children reaching the swimming expectation.</li> <li>• Update gymnastics equipment enabling higher quality provision and teaching.</li> </ul>

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>	60% (6 out of 10) (rough estimate due to the closure of school)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60% (6 out of 10) (rough estimate due to the closure of school)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60% (6 out of 10) (rough estimate due to the closure of school)
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 – opportunity for younger children to go swimming. – Due to COVID 19 and lockdown and not having all children back in school before the end of Summer Term. This did not happen this year as this is normally in the Summer Term. Additional lessons for Year 6 children who do not reach the expectation in the Autumn term. Did not happen this year as

this is normally 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.

Academic Year: 2019/20		Total fund allocated: £ 16,512		Date Updated: 25 <sup>th</sup> July 2020	
<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:
					9%
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>	<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>
<p>We want all children at Sutton in Craven C of E Primary School to: develop competence in a broad range of physical activities; be physically active for sustained periods of time and lead healthy and active lives. In addition, engage in competitive sports and activities. We feel that being active is beneficial to children's mental health and well-being</p> <p><b>Swimming</b>  <b>Allow all children from year 2 – 6 attend a term of swimming lessons</b> – This will help to increase the number of children reaching the end of primary school expectations.</p> <p><b>Additional Swimming for any Year 6 that do not achieve the expectation in</b></p>	<p>Create an intent and Implementation for P.E and Sport.            Create a P.E long-term plan.            Create progression of skills in P.E grid to inform planning and assessment.            2 hours P.E a week/+ specialist support (see other section for cost)            Active lunchtimes and play times for all.            Active sessions built into other lessons – active math's, super movers etc</p>		<p>£0</p>	<p>Our children are now developing skills for a range of sport subjects and can link such skills across the PE curriculum. The children are now experiencing a wide range of sequenced teaching of activities and for a sustained period of time; benefiting their health and well-being.</p>	<p>Implement the <b>Progression of skills in P.E</b> across the school to support planning and assessment.</p> <p>Implement further skills learnt in lessons into their own games at lunchtime and break.</p>
	<p>All children from Year 2 – 6 to attend swimming lesson for a term.</p>		<p>£1312 Provide additional swimming opportunities (younger year groups/Yr 6 top up)</p>	<p>This was unable to happen this year due to Covid 19 and closures.</p>	<p>Continue to support additional swimming sessions through using the funding.</p> <p>Increase the number of children reaching the expected standard or above through using careful monitoring.</p>

<p><b>the Autumn Term</b> – This will help to increase the number of children in year 6 to reach the end of primary school expectations</p>	<p>Any year 6s that do not reach the expected standard in the Autumn term will have the opportunity to go in the second half of the summer term.</p>		<p>This was unable to happen this year due to Covid 19 and closures.</p>	
<p><b>The school is signed up with the ASA School Swimming Charter</b> - Providing the certificates and badges will allow all children to be successful at their own level and be motivated to do well and gain a sense of achievement.</p>	<p>Use ASA swimming charter to track the children’s progress. Each child will have a passport to track their progress through their primary school life. Certificates awarded for each level achieved.</p>	<p>£200 Swimming badges – school will buy 1 badge and certificate per child.</p>	<p>This year only Year 5/6 were awarded certificates for their achievements due to Covid19 and closures.  Children felt pride in their swimming achievements and had a goal to reach for. The children said they like knowing what they are aiming for and what is expected.</p>	<p>Continue to be committed to the ASA swimming Charter – showing the importance of this life skill. Work closely with our external instructors to ensure they are meeting the requirements of each level, including differentiation within their swimming group. Track the children’s progress.</p>

<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation:</p>
	<p>31%</p>

Intent	Implementation		Impact	
<p><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></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<p><u><b>Gymnastic Resources</b></u> Revamping all the gymnastic equipment  This will enable all children to use high quality resources resulting in higher achievements and more children being active.</p>	<p>Source new gymnastic equipment including wall bars – quotes needed for installation</p>	<p>£5000  Old wall bars disposed and new ones fitted.  New gymnastics equipment and recycling of old</p>	<p>Unfortunately, this was unable to go ahead due to Covid 19 and closure. The money will be carried forward to next year.</p>	<p>Purchase and install new gymnastics equipment when we are able to do so.</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p><b>Provide staff with CPD – working along a P.E and Sports Specialist.</b></p> <p>Developing staff CPD will enable them to have the confidence to teach a range of sports and skills to a high standard. In turn this will improve the skills and physical development of all our children</p>	<p>The P.E Specialist will work with our staff in order that they meet Teacher standards in PE and that PE lessons delivered by them are judged 'Good' /Outstanding against Ofsted criteria.</p> <p>In addition, this will facilitate targeted provision of more able pupils in these lessons due to additional adult support.</p> <p>Schemes of work provided from the specialist to support future teaching by the staff.</p> <p>This will also support us in achieving more success in the local sports tournaments</p> <p>Provide additional training for: P.E in small hall – games, dance and gymnastics Rules of games</p>	<p><b>£3100</b> - to fund specialist sports teacher for 0.5 days per week, (Kanga Sports).</p> <p>Full morning - £35 per hour - 3 hours - £105</p>	<p>Most staff have received CPD working alongside a P.E and Sports Specialist. As a result, higher quality P.E sessions are being delivered.</p> <p>Schemes of work provided by the specialist has enabled the staff to deliver well-planned sessions with differentiation and engagement.</p> <p>The support has enabled the staff feel confident in delivering high quality and engaging lessons for all.</p> <p>Our children are now beginning to develop skills for a range of sport subjects and are linking such skills across the PE curriculum. Our children are now experiencing a range of sequenced teaching of activities and for a sustained period of time; benefiting their health and well-being.</p>	<p>From September 2020 our P.E Specialists will be supporting us on a different day. This change has been made to allow us to support different staff members and develop their CPD.</p> <p>Ensure schemes of work are used to support the delivery of the P.E curriculum.</p> <p>Embed new <b>Progression in skills for P.E</b> grids to inform planning and assessment.</p>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 39%
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>	<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>
<p><b><u>After school sports providing a range of different sports.</u></b></p> <p>Increase the number of children attending sports clubs after school, therefore being more active and supporting their well-being.</p> <p>The additional skills learnt at the clubs will help the children to be more successful at the local schools sports tournaments.</p>	<p>Run two after school clubs split into Key stage 1 and 2</p> <p>The two clubs will allow more children to participate and allow us to target the less active children.</p> <p>Running two clubs will allow the children to become more engaged as the skills and sports can be targeted at their needs.</p>	<p><b>£1800</b></p> <p>To provide 2 sporting after school clubs</p> <p>KS1 – 2 sports specialists</p> <p>KS2 – 1 sports specialist</p>	<p>Up to March 2020 there had been an increase in participation especially in Foundation Stage and Key Stage 1 showing that our children are more active than the year before.</p> <p>There had been a slight increase in the Key Stage 2 Club – but this is still not as high as we would like. Many of our KS2 children attend out of school sports – football club, rugby, cricket, swimming, dancing, gymnastics etc.</p>	<p>Continue to offer 2 clubs.</p> <p>Promote the Key Stage 2 club to increase participation.</p>
<p><b>Employ a playleader for 7.7 hours a week to work during lunchtime</b></p> <p>The play leader will support the children at lunchtime to access high quality sport.</p>	<p>Play leader to work with the children 5 lunchtime a week.</p> <p>Play leader to train the year 5/6 sports leaders.</p>	<p><b>£4500</b></p> <p>Player leader</p> <p>7.7 hours a week</p>	<p>Due to factors out of our control, this was unable to go ahead.</p> <p>We employed a coach for one lunchtime a week on a trial basis up</p>	<p>It has been decided that instead of employing a new play leader we are going to train up our existing staff to a higher standard so they are able to</p>



<p>The play leader will also train the year 5/6 sports leaders up so they can deliver small games at lunchtimes and playtime.</p>	<p>Increase the levels of physical activity for all children especially the less active ones.</p>		<p>until March 2020.</p> <p>A group of Year 5/6 children had some training and then used their skills learnt to work with younger children – eg referring sessions and teaching them how to play active games.</p>	<p>deliver quality active sessions at lunchtimes.</p> <p>In addition, the money will be used to revamp the playground and resources enabling us to promote more active sessions to a wider number of children.</p>
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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>	<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>
Increase participation in competitive sport.	<p>For the school to compete in the School Games Programme.</p> <p><b>Dedicated leadership time</b> for a Secondary Colleague (South Craven Academy) to coordinate inter-school tournaments between 12 local primary schools. (School pays the local secondary school to coordinate the tournaments.)</p> <p><b>Release time given to the P.E leader</b> This will enable the children to attend more tournaments.</p>	<p><b>Total £600</b></p> <p><b>£200</b> To support 'cluster' events between schools</p> <p>14 hours – <b>£400</b> Teacher rate</p>	The school has been awarded with a School Games certificate for their ongoing commitment and achievement in the School Games Programme during the Autumn & Spring Terms.	To continue to compete in the School Games Programme

Signed off by	
Head Teacher:	Mrs Orla Gibbons
Date:	
Subject Leader:	Miss Paula Margetson
Date:	29 <sup>th</sup> July 2020
Governor:	Mr Simon Garner
Date:	