

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
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.

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.	90% - 57 out of 63
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75% - 47 out of 63
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75% - 47 out of 63
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: 2020/21		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>					
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:	
To provide opportunities during playtimes and lunchtimes where all children have access to a space that is suitable to engage in physical activity, supported, where necessary, by adults, for children who find it difficult to engage with their peers or who may have physical or cognitive barriers to access this.	To contribute to funding active playtimes with staff who engage, support and encourage pupils to play a variety of games, practise skills and improve their physical and mental health through active play. This has been equitable by ensuring there is heavy support for those children with additional needs, ensuring all children can engage with physical activity.		£6,000	Learning walks and observations during lunchtimes and other times of day have shown bubbles are very active within their designated areas, adapting and playing games to ensure safety by minimising contact and cleaning and quarantining equipment. Each class also has a 15-minute morning playtime where all children engage in light to moderate exercise. The impact is a huge benefit to both mental and physical health alongside the development of social skills which in many cases have been impacted by the national lockdowns.	
				Next steps will be dependent on the updated government guidance. We will continue to monitor and make physical activity as fun and engaging as possible for all pupils.	

To continue to support staff with sporting challenges, including personal challenges, brain break ideas and other resources that provide staff with easy opportunities for physical activity during the school day.	Children have engaged in a wide range of activities that have been available throughout the year, at home or in class. They have been used throughout every class in KS1 and KS2 at various times.	No specific funding needed.	Children have suffered with the closure of schools and outside sports clubs and agencies. This has given them the opportunity to continue to develop physical literacy daily, evaluate and improve performance and spend more time every day participating in physical activity.	To continue to provide staff with the resources to keep engaging children in regular physical activity.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
The whole school to focus on the impact that PESSPA can have on mental wellbeing alongside physical health. Opportunities to be maximised for children to learn outdoors and for mindfulness to be taught both explicitly and as embedded in other curriculum areas.	In line with government guidance, where possible, lessons have been taught in outdoor spaces which allows both staff and children to be more active and understand that all subjects can be taught actively. It also highlights the impact being outside can have on mental health and wellbeing. We have, where necessary, invested in improving outdoor spaces to help facilitate this.	£100	Lessons are now naturally more active due to the outside environment. Children are able to use the school grounds in a variety of subjects connecting them to nature and impacting positively on stress and anxieties. Outdoor	Easily sustainable long-term – next steps to highlight the benefit that outdoor learning has had with staff and to encourage staff to continue, even if and when restrictions are eased. Potential whittling project to improve Y4 garden area in November should funding be granted for another year.
Premier League Allyship and anti-	Children from every class to enter	No specific	Children really enjoyed this	This has relied on a 3 rd party to

<p>racism campaign art competition entered by whole school. To promote the impact sport can have on important current issues.</p>	<p>the Premier League 'become an ally' art competition, with two pieces of work from each class being entered in to the national competition. This focuses on the positive impact sport can have on issues such as racism, sexism and homophobia and promotes unity.</p>	<p>funding needed.</p>	<p>competition and there were some fantastic entries from all age groups. These will now be displayed in classes around the school as a visible promotion of unity.</p>	<p>hold the competition but can be adapted for something similar in following years.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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 provide staff with teaching resources alongside the new resources available.	All new sports and skills introduced to the curriculum have alongside them, supporting resources to aid skill development and PE lesson ideas, appropriate for specific age groups.	Costs included in the purchase of equipment stated in KPI 4.	This has had a really positive impact on teaching staff with staff in years 3 and 4 successfully delivering PE based around tri-golf and archery alongside Year 5 and 6 staff delivering curling and Orienteering. These have also built in to the virtual North Yorkshire Sport Competitions.	Resources have been purchased and although may need updating and/or maintaining, will have a lasting impact on current and future staff. Next steps would be to look at how KS1 staff can incorporate some of these skills in to wider, less specific, physical literacy lessons. For example, 'shooting' – can we include archery in to this?
CPD from Sports Cluster manager delivered across as many bubbles as possible.	Sports cluster manager to demonstrate a range of activities and game formats to staff across the school. Each class to have a morning or afternoon session over the year.	Costs included in participation of sports cluster stated in KPI 5.	Every bubble has had a morning or afternoon session where staff have been observing a range of games suitable for their specific age groups. This has consisted of multi-skills, bean-bag rounders, playground orienteering, kwick cricket, cross-country and more.	This will continue as part of our sports cluster group next year.
Regular online support, updates and online resources to be shared with colleagues.	Staff will be updated regularly with resources and ideas for including physical activity in to daily	No specific costs this year as most updates	Staff have been supported with resources and websites to help support both the delivery of PE,	

	routines. Although this can not currently be delivered in person, the use of the internet can still allow regular updates and CPD opportunities.	and resources have been provided by SGO or NYS free of charge.	especially where new aspects of PE have been delivered and	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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 invest in a wide range of equipment and resources for children to access that benefit both mental and physical wellbeing. Replacing old indoor gym equipment with modern and more accessible equipment.	While some of the expenditure of the sports premium funding has in past years been spent on sporting competition, the restrictions and virtual competition this year makes it possible for that money to be invested in to replacing long-term equipment that would usually be done gradually over time. This means many of the higher costing items can be replaced such as benches, beams and other gymnastic equipment to help develop children's physical literacy in the early stages of the school as well as skill development in the latter.	£10,000	We have reinvigorated the curriculum and our SS opportunities within bubbles by investing heavily this year in new equipment. This will benefit every pupil from those in EYFS right up to UKS2. The variety includes gymnastics equipment such as vaults, travelling beams, benches and mats, games equipment such as archery, tri-golf, curling, dodgeball, table tennis, tennis, hockey, Football, basketball, netball and rounders, athletic equipment and physical development equipment such as javelins, batons and agility ladders.	Although equipment will need continuously maintaining, this expenditure will have a lasting impact for many years and benefit Riverside pupils both present and future.

<p>To invest in extra-curricular clubs to re-introduce children back in to sport following the lock-down period. These clubs will be ones that are not particularly well attended outside of school already and be aimed at including every single child, targeting specifically those inactive children or children who have not had access to regular exercise during the lock-down.</p>	<p>We have invested substantially, in highly regarded and qualified external coaches to provide inclusive extra-curricular sports clubs for all children, for free. The uptake in the summer term 1 was over 50% and the uptake in summer term 2 has been higher again. We have committed money for this to continue in to the autumn term. By Christmas, the whole school will have had the opportunity to be involved in a free sports club, ranging from martial arts, basketball and tennis so far, and by current indications, towards 60% of the school will have participated. We have also managed to encourage those children who have been specifically targeted as inactive or vulnerable and most of those targeted children have participated.</p>	<p>£3,000</p>	<p>The clubs have been received extremely well with positive feedback from parents and children. Uptake is increasing which implies that children are encouraging others to participate. The numbers are not tailing off after a few weeks which also shows children are wanting to continue participating. PE lead has observed all 3 of the coaches regularly and has seen high quality, inclusive coaching. Key inactive children are participating while keeping the club equitable for all pupils.</p>	<p>The main purpose of these clubs is to re-introduce pupils to sports clubs. They will then provide pathways and links to further sporting opportunities, should children want to continue to develop further.</p>
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Key indicator 5: Increased participation in competitive sport

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:
Continuation of competitive sports through sports cluster group and North Yorkshire Sports virtual competition.	To continue to engage with other schools within the cluster in order to participate in competitive sports.	£35 a week total £1365 annual	Children in all year groups have participated in sports where there scores have been entered virtually in to a competition. Children have had a large amount of success and high numbers have participated.	Riverside will continue to participate in competitive sport. Engagement of all pupils is a focus for next year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	