

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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Gold Level School Games Mark achieved • Increased engagement in competitive sport (intra and inter school) for all children, including children with additional needs • Engagement of most pupils in regular activity has been embedded across the school, through use of daily mile, structured, adult-led play activities during break times and active clubs • Access to a wider range of sports has increased the amount of children taking part in extra-curricular sporting activities • Qualified sports coaches made available to develop sport specific subject knowledge of teachers • Successful use of lunchtime clubs delivered to all year groups on Monday's. • School sports teams were very strong last year across a variety of sports. • Lunch time football club on Wednesdays ran well with an increased number a participants. 	<ul style="list-style-type: none"> • Increase sport and physical activity before school through specialist coaches in breakfast club • Increase the number of competitive sports attended and held within school using sports leaders to develop the planning and delivery of events • Use specialist coaches to train sports leaders to lead an activity over a term which engages the least active children in sports in a fun, engaging way • Provide pupils with a wider range of links to sporting opportunities/ clubs in the local area through use of taster sessions, use of facilities leaflets and inspirational local athletes • Increase inter school competitions to engage those in lower key stage 2 and key stage 1 as these don't get the chance to attend many competitions. • School playground design still to be completed. MM had organised survey.

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.	96%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	96%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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?	Yes

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.

Covid-19 has had a huge impact on our spending as we had tailored our spending to focus on the children with the amount of competitions, activities and the standard of PE we offer our children. See below all highlighted in yellow which were affected and will be carried forward to 2020-2021.

Yellow relates to the impact of Covid-19 on our planned year.

Red relates to actions and impact not achieved due to Covid-19 or actions not met.

Academic Year: 2019/20		Total fund allocated: £17,680 + figure carried forward.		Date Updated: 24.03.20	
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					Percentage of total allocation: %
Intent	Implementation		Impact		
Schools focus with clarity on intended.	Actions to achieve:		Funding: £3000	Evidence of impact:	Sustainability and suggested next steps:
Pupils to become more active before school, break times (KS1 afternoon break) and lunch times.	<ul style="list-style-type: none"> Specialist sports coaches to be utilised during breakfast clubs to deliver a wide range of fun and active sports. Sports coaches to support sports leaders to develop a lunchtime activity club for targeted children. Sports leaders/councillors to compile a list of sporting equipment that appeals to children across the school. This equipment will be ordered and 			<ul style="list-style-type: none"> Registers kept to monitor number of children attending sports at breakfast club. Sports leaders to monitor attendance during lunchtime activity club. This should be monitored by sports coach. A timetable of structured sporting activities will be kept during break times and reviewed half-termly in terms of participation. Personal best score sheets for 	<ul style="list-style-type: none"> Staff training delivered 17/03/20 by South leads to welfare staff and teaching assistants focusing on engaging children in sports through structured play. Sports leaders to conduct a half-termly pupil voice to see what resources and activities they would like offered during break time structured play activities.

	<p>used within structured play activities, led by sports leaders and welfare staff at breaks and lunch times.</p> <ul style="list-style-type: none"> Daily mile track to be marked out to encourage children to choose to compete before school and during break times. Daily mile star prizes will be given out. 		<p>daily mile should be kept.</p> <ul style="list-style-type: none"> Weekly class miles to be kept and collated at the end of each half term. SL to keep a record of the least active children who attend targeted fitness clubs. 	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
Intent	Implementation		Impact	
Schools focus with clarity on intended.	Actions to achieve:	Funding £500	Evidence of impact:	Sustainability and suggested next steps:

<p>To raise the profile of PE and sport across school, enabling all pupils to enjoy and succeed in sport.</p>	<ul style="list-style-type: none"> • Visit from Olympic athlete in Summer 2. • Review PE and sport display board to praise pupils showing commitment to sport. • A parent enrichment morning/afternoon to be held to allow parents and children to engage in sporting activities. • Medals and certificates for participation in sport to be awarded during assemblies. Awards to be given based on values. • Councillors, with the help of pupil voice, to create six core PE values for our school. • Photographs of participation in sport to be celebrated on the school website. • Increase the number of inter-school competitions, including friendly games, where pupils across school can spectate. • Send out curriculum map which identifies full coverage of the curriculum across the school. 		<ul style="list-style-type: none"> • Pupil voice shows that children have a positive attitude to PE and sport and enjoy participating. • Pupil voice shows that children believe that they can achieve within sport and PE. • Pupils are inspired to participate in sports through use of role models (Olympic athlete and parent enrichment). • More children engaged in sport during break times and before/ after school. • Full coverage will be achieved – ask teachers to check off against curriculum map and coverage document. 	<ul style="list-style-type: none"> • Extracurricular sports coaches are to write the name of a sports superstar on the PE display each week. • Weekly assembly to identify a sporting superstar from each class. • To continue to use local sporting facilities – such as badminton courts – to provide children with a wider access to local sports clubs. • Explore visits/workshops from other sporting role models such as Wigan Warriors players and Preston North End players.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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Intent	Implementation		Impact	
Schools focus with clarity on intended.	Actions to achieve:	Funding allocated: £7500	Evidence of impact:	Sustainability and suggested next steps:
<p>To further develop subject knowledge and pedagogy in the delivery of PE, enabling children to make outstanding progress.</p> <p>Use specialist teachers and coaches to work alongside teachers to continue to develop confidence and competence in the delivery of PE.</p>	<ul style="list-style-type: none"> Drop in PE lesson observations of sport lead will be made available to all staff – with a focus on under confident areas. Sports lead will conduct half termly PE drop-in observations. Specialist sports coach will conduct team teach with staff members to develop confidence in all areas of the curriculum. Staff questionnaires will be conducted each term to identify further areas of development. Staff training tutorials drop ins/team teach opportunities will then be put in place as necessary. 		<ul style="list-style-type: none"> Informal drop-in observations of team teach sessions will be conducted every four weeks to monitor progression, and help to identify good practice or areas for further development with teaching staff.. Drop-ins will identify areas for development which will enable appropriate support to be put in place such as tutorial team teach. More children will reach national curriculum objectives and have access to sport. 	<ul style="list-style-type: none"> To work with cluster schools to look at the developments in PE and share good practice. Review sports specialist’s team-teach timetable each half term in order to produce support for staff based on point of need. Staff questionnaires and half-termly drop ins will be analysed and used to determine focus of team teach sessions.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Schools focus with clarity on intended.	Actions to achieve:	Funding allocated: £500	Evidence of impact:	Sustainability and suggested next steps:

<p>To increase opportunities to participate in a wide range of sports.</p>	<ul style="list-style-type: none"> • A Winter Olympics day will be conducted spring 1. • Sports Councillors to gather children's ideas for afterschool club. • To provide a variety of afterschool clubs. • See indicator 1 and 2 in extracurricular activities and competitions. 		<ul style="list-style-type: none"> • Children across school will participate in a wide variety of sport. • Children will be able to take part in a wide range of sports. • All children will be provided with regular opportunities to compete within sport. 	<ul style="list-style-type: none"> • To continue to monitor and review extracurricular opportunities. • To explore further options for whole school events such as Wimbledon. • To look to re-establish links with local schools to give children a wide range of sporting opportunities in a friendly, competitive environment.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Schools focus with clarity on intended.	Actions to achieve:	Funding allocated: £8000	Evidence of impact:	Sustainability and suggested next steps:
Increase the number of inter and intra-school competitions that children participate in.	<ul style="list-style-type: none"> Identify pupils to attend a swimming gala. Sports day Internal Sports day. All children are to experience competition at an adequate level which provides an appropriate challenge and enables them to experience a level of success. An intra school competition will be held at the end of each term when working with sports coach during team teach units. Competition timetable/dates South Ribble Sports Partnership. Attend South Ribble Sports Partnership meetings. Look to invest in new PE curriculum/scheme. Host a 'B team' tournament, identifying children who have had less access to competitive sport. This to be held in school. See indicator 1 and 2 in extracurricular activities and competitions. 		<ul style="list-style-type: none"> Ensure that all children experience competition regularly throughout the year. Ensure that specific groups such as SEND are able to attend inter-school competition such as the multi-skills festival in Autumn 2 – SRSP. Monitor which children are attending inter-school competitions. Look to improve recording of this. New scheme to cover this. Select a variety of children to take part in 'friendly matches' against local schools to increase number of children accessing inter-school competition. 	<ul style="list-style-type: none"> Regularly review South Ribble Sports Partnership Clusters. Explore options for regular friendly matches against local schools. (St Joseph's etc) Review and set up links for the following academic year to ensure children at Brindle Gregson Lane have a variety of sports/games to take part in.

Signed off by	
Head Teacher:	Scott Smith
Date:	22/03/21
Subject Leader:	Simon Ritchie
Date:	22/03/21
Governor:	
Date:	