



# 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Attended all local cluster festivals and tournaments available to us in good numbers, including taking C teams to events.</li> <li>• Continued high level of performance in local competitive events – Y5/6 Tag Rugby Winners, Y3/4 Tag Rugby Finalists, Y3/4 Girls Cross Country Team Winners, Y6 Boys Cross Country 3<sup>rd</sup> Place, KS2 Gymnastics Festival Overall Winners, Year 5/6 Hockey Finalists (A Team), Y5/6 Hockey Winners (B Team), Y5/6 Hockey Finalists (C Team).</li> <li>• Staff consistently utilising the PE Hub planning and resources for greater consistency of teaching across all classes.</li> <li>• Wake and Shake took place daily for 10 minutes, modelled and led by all year 6 pupils.</li> <li>• Regular activity introduced in to all classes using resources such as Go Noodle, PE with Joe, Andy’s Wild Workouts and Cosmic Yoga, amongst others.</li> <li>• Ran 8 well-attended after school sport clubs, creating 160 potential spaces for additional sport, including at least 2 clubs per week available to each year group.</li> <li>• Maintained healthy eating message, including visits from a dentist and talk on sugar to various classes.</li> <li>• School field now available for use in good weather.</li> <li>• Maintained ‘Your School Games Gold Award’ for another year.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging the least active to maintain their interest (PE) and attendance (clubs).</li> <li>• PE lessons – Adjusting plans as necessary with regard to COVID-19 restrictions.</li> <li>• PE lessons – Ensuring activity levels maintained throughout lessons.</li> <li>• Swimming – Improving percentage of swimmers in year 6 that leave with all 3 key skills.</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>	<p>66% (potentially 83%)</p> <ul style="list-style-type: none"> <li>• 12/18 Yes</li> <li>• 3/18 Required re-</li> </ul>

	<p>assessment (cancelled due to COVID-19 restrictions)</p> <ul style="list-style-type: none"> <li>• 3/18 No</li> </ul>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>66% (potentially 83%)</p> <ul style="list-style-type: none"> <li>• 12/18 Yes</li> <li>• 3/18 Required re-assessment (cancelled due to COVID-19 restrictions)</li> </ul> <p>3/18 No</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>66% (potentially 83%)</p> <ul style="list-style-type: none"> <li>• 12/18 Yes</li> <li>• 3/18 Required re-assessment (cancelled due to COVID-19 restrictions)</li> </ul> <p>3/18 No</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>We had intended to hold a KS2 swim gala, as well as provide year 6 with additional swimming sessions (5) to assess their key skills before departure. However, both were cancelled due to COVID-19 school closures.</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.

<b>Academic Year:</b> 1 <sup>st</sup> August 2019 to 31 <sup>st</sup> July 2020		<b>Total fund allocated:</b> £16,363.90		<b>Date Updated:</b> 24 <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: 13%		
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:			
<ul style="list-style-type: none"> <li>Whole school morning fitness session – 10 - 15 minutes of aerobic activity to contemporary music (delivered by PE Leader and year 6 pupils on playground). This is delivered for all pupils from reception to year 6 on a daily basis throughout the year</li> <li>Dance Club – Priority given to those less confident and club open to all year groups.</li> </ul>		<ul style="list-style-type: none"> <li>PE Leader to continue to train year 6 pupils to lead morning sessions and music must be kept up to date to engage pupils. Other adults (teachers and TAs to join in where possible).</li> <li>A dance teacher known to the children hired to ensure children felt comfortable. Costumes purchased for self-esteem and pride when performing on stage.</li> </ul>		<ul style="list-style-type: none"> <li>N/A</li> <li>£695.50 (Amount actually paid – This club</li> </ul>		<ul style="list-style-type: none"> <li>Approximately 90% engagement from 140+ pupils (reception to year 6). Pupils surveyed stated it is a positive experience and concentration is improved. Increase in daily activity has led to improved fitness levels and therefore greater performance in PE and at festivals and competitions.</li> <li>Dance group performed at Wiltshire Dance Festival in front of 700+ audience. Show was a huge success and children involved have seen significant</li> </ul>	
				Sustainability and suggested next steps:			
				<ul style="list-style-type: none"> <li>Contemporary music is vital. Increase other staff involvement to help with increasing engagement further.</li> <li>Maintain club numbers and encourage others with similar profile and younger pupils to join. Also sign up for Wiltshire Dance Festival 2021.</li> </ul>			

<ul style="list-style-type: none"> <li>• Annual payment towards upkeep of school grounds to be used for PE and lunch time physical activity. Zone leaders (pupils) to organise lunch time activities</li> <li>• School field area naturally fenced and added to maintenance schedule. Now in use by children.</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with school grounds team regarding upkeep of PE area on 'The Land'. Also liaise with MDSA's regarding lunch time activities.</li> <li>• Teachers encouraged to utilise new field area in light of all PE taking place outside in term 1.</li> </ul>	<p>would have continued with further allocation spent had schools not closed.</p> <ul style="list-style-type: none"> <li>• £1,500</li> <li>• PFA funded</li> </ul>	<p>increase in confidence, noted particularly by parents and teachers. Further events for the group were scheduled by the dance teacher.</p> <ul style="list-style-type: none"> <li>• Improved behaviour at lunchtime with children better occupied. Improved performance in festivals that take place on grass. Increased space for children to do PE, easing the timetable.</li> <li>• More freedom to timetable PE, meaning classes will be able to complete their 2 hours minimum per week without clashes. Also opportunity for greater activity at play times, with more useable space.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep in contact with gardeners and business manager regarding grounds.</li> <li>• Introduce removable equipment and storage to support PE on the field.</li> </ul>
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**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:



				0%
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:
<ul style="list-style-type: none"> <li>Celebration assembly is held weekly with school and home sporting endeavours hailed. Certificates of achievement are regularly handed out.</li> <li>School sport photographs (with permission) and results are shared through official school social media.</li> <li>Maintained and shared the success of achieving Your School Games Gold Status again.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all events are treated and rewarded equally.</li> <li>Ensure appropriate permissions are in place.</li> <li>Maintain current standards and aim for Platinum.</li> </ul>		<ul style="list-style-type: none"> <li>Huge involvement in local festivals (most in our cluster for last 3 years) as children see that sport and activity is celebrated, regardless of overall achievement.</li> <li>Children and parents showing great pride in our school and wanting to play for the teams.</li> <li>Being recognised locally as a school that shows great commitment to sport and PE.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure festival opportunities are provided to as many pupils as possible across KS1 and KS2.</li> <li>Match reports to be shared centrally on website, as well as shared on social media.</li> <li>Aim for Platinum status.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
<ul style="list-style-type: none"> <li>PE Hub – Whole school planning to teach specific sports and fundamentals in KS1. Includes swimming plans. PE Hub planning to be used by all staff in all PE lessons, although can be adapted by teachers.</li> <li>Forest School – Additional member of staff. This allows greater interaction with children on activities, thus improving their skill level and confidence.</li> <li>PE Leader completed Fortius swimming course to become qualified Teacher or School Swimming and Support Teacher of School Swimming. Course was deemed a success and 2 other teachers will complete course when pools become available again.</li> </ul>	<ul style="list-style-type: none"> <li>Review with staff and renew subscription. Plans currently being adjusted for COVID-19 restrictions.</li> <li>Mr Owen regularly attending and supporting lessons. He has over 150 hours experience in Forest School.</li> <li>Skills vastly improved, allowing for more confident teaching of own group at swimming lessons.</li> </ul>	<ul style="list-style-type: none"> <li>£455</li> <li>£90 (to date – will be ongoing when Forest School returns)</li> <li>£300</li> </ul>	<ul style="list-style-type: none"> <li>More consistency in PE lessons. Increased confidence with rules and success criteria and differentiation available in all lessons. Improved performance in festivals.</li> <li>Forest School sessions successfully completed for all year groups throughout the year, utilising resources for ideas, including outdoor games and physical activity.</li> <li>3<sup>rd</sup> group at swimming receiving better standard of teaching and school staff having more confidence to plan own swimming sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Review at staff meeting and renew subscription.</li> <li>Storage solution for PE (field) and Forest School area.</li> <li>2 more teachers to complete the training (all 3 teachers that lead a swimming group will be fully qualified).</li> </ul>



<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 33%
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> <ul style="list-style-type: none"> <li>Maintained 8 after-school sport clubs:</li> </ul> <p>Dance fit (YR-6) Gymnastics (Y5/6) Football (Y5/6) Gymnastics (Y3/4) Netball (Y4/5/6) Football (Y2/3/4) Dodgeball (Y3/4/5/6) Hockey (Y4/5/6) Multisport (YR/1/2)</p>	<ul style="list-style-type: none"> <li>Maintain positive relationships with companies providing coaches and the coaches themselves. Help with behaviour if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>£5,381.97</li> </ul>	<ul style="list-style-type: none"> <li>160+ places available each week. High attendance at clubs with a wide variety of pupils taking part. Increased involvement (volunteers) wanting to take part in events. Improved performance in festivals, including victories, runners up placing and top 5 finishes.</li> </ul>	<ul style="list-style-type: none"> <li>Re-book as necessary, based on numbers and space available. Potential for further clubs with introduction of school field.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
<ul style="list-style-type: none"> <li>Cluster payment to Malmesbury Secondary School – Payment covers entry and organization of all cluster events (competitions and festivals).</li> <li>Transport – To allow us to attend events within and outside our cluster, including county wide School Games events. Includes K&amp;S for Tag Rugby County Finals.</li> </ul>	<ul style="list-style-type: none"> <li>PE leader attends 3 meetings per year and liaises direct with secondary school regarding event entries and participation.</li> <li>Enter events by deadlines and ensure teams are prepared appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>£1,384</li> <li>675</li> </ul>	<ul style="list-style-type: none"> <li>Every pupil from year 1-6 has attended an off-site competition or festival. We have also sent the most children of any school in our cluster to events in the last 3 academic years.</li> <li>Pupils have been safely transported to and from events across the county. This has allowed us to increase the number of events and number of teams entered in to festivals and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to enter all possible teams in to all events within cluster. Budgeted cluster payment, supply and transport to allow us to attend each event. Request for further events to be added (has now been agreed) in line with agreeing price increase. Please note that due to COVID-19 restrictions, there will be less events in 2020/21 currently.</li> <li>Budgeted to attend the same events next year as a minimum. Aim to walk to as many events as possible to increase activity and allow budget to stretch further.</li> </ul>

<ul style="list-style-type: none"> <li>Supply – To allow PE leader (or other staff) to take teams to festivals and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with office in advance of events to ensure high quality cover is organized in advance to allow enough support is available to take teams to events.</li> </ul>	<ul style="list-style-type: none"> <li>£1,209.84</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have always had enough supervision and expertise to allow them to compete confidently in competitions and festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Budgeted to attend the same events next year as a minimum (subject to them running due to COVID-19 restrictions).</li> </ul>
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Notes:

In 2019/20, we spent 71% of our Sport Premium allocation. COVID-19 school closures and restrictions have meant the curtailment of all festivals, tournament and after-school clubs, as well as annual events such as sports day and the swim gala, leaving us with £7,881 to rollover, in addition to the 2020/21 confirmed Sport Premium allocation. Please see the potential spend 2020/21 document on our website (<https://www.st-josephs-malmesbury.wilts.sch.uk/sports-premium/>) for information on how we intend to use this.

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