

# Evidencing the Impact of the Primary PE and Sport Premium

Summer 2020

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](http://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>• Pupils participated in all local sports festivals and competitions up to Lockdown as well as lots of additional 'friendlies'</li> <li>• Pupils in Year Groups 4 to 6 all have opportunities to participate in sports festivals and, if they choose, to take part in extra-curricular competitions</li> <li>• All children Y1 – Y6 participate in full day Sports Days and Reception in a morning event</li> <li>• Pupils with SEND entered into specialist competitions</li> <li>• Winner of a Herts Schools Virtual Games kitemark for 2019/20 (through online sports challenges and videos by our sports team)</li> <li>• Platinum School Sports Award achieved in 2019 after a succession of Golds in previous years. Winner of a special School Games award for 2020 due to our commitment to the full School Games programme up until Lockdown</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain participation in both the School Games and local district competitions as far as possible during the Covid restrictions</li> <li>• For our sports coaches to continue to share their expertise and upskill our teaching team including NQTs</li> <li>• To develop pupils as sports leaders</li> <li>• To participate in any virtual events and use our virtual learning environment to upload lessons / activities as appropriate if any bubbles have to self-isolate</li> <li>• To upload sports activities to our Seesaw Learning Environment in the event of groups of pupils having to self isolate</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>	% 75 (Up to the point of Lockdown)

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>% 75 (Up to the point of Lockdown)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% 75 (Up to the point of Lockdown)</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>In 2019 Yes but school pool closure meant that this did not happen in 2020</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> 2019/20		<b>Total fund allocated:</b> £20046 Actual spend = £20934.61		<b>Date Updated:</b> August 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:
					%
<b>Intent</b>		<b>Implementation</b>		<b>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:		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?:	
Children to have high quality PE lessons, develop their skills for particular disciplines  Staff INSET on active learning in mathematics		Level 4/5 apprentice employed, a HLTA with a sports p and Sports coaches hired Maths leader went on training and delivered training. Resources also purchased		£16230.61  Apprentice passed level 4 training and now undertaking level 5 High quality lessons observed by head and PE leader All local district festivals and local competitions entered up to Lockdown Active maths utilised in lessons	
					Sustainability and suggested next steps:
					81
					New sports team in place to succeed PE lead who has now left. The legacy can now be continued with minimum disruption Apprentice now undertaking level 5 TA/Coach training. HLTA undertaking Education degree with sports specialism Extend active learning to other subject areas Continue to look for ways to add active elements to the curriculum
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
					9.2%

	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:
Sport, P.E and regular physical activity at the heart of school life at Garden Fields. A wide range of sporting enthusiasts on our staff team including the headteacher, in addition to our sports coaching team, help to run sports clubs at the school.	Daily mile available for all children; 2 hrs high quality P.E with both specialist sports staff and class teachers over the week.		Not only have we continued to offer a wide-ranging sports curriculum but during Lockdown we continued to employ our sports coaches to provide daily sports/P.E. activities for our keyworker children. Our sports team were also nominated for an award for their Lockdown Challenge Video series which both entertained but also promoted a 'Healthy Lifestyle' message.	Demarcate on planning active learning opportunities

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	As per key indicator 1
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:
A number of sports coaches are employed across the school week to support teacher led P.E.	Sports coaches to support teacher led P.E. lessons to upskill and add greater variety of routines/skills/techniques to further enhance pupils skills	As per key indicator 1	Teachers have fed back that their PE teaching expertise has developed in response to the support of the coaching team Lessons observed by head and P.E. lead were all good or better	Continue to develop the skills of sports team including sports apprentice successfully completing Level 5 qualification Look for CPD opportunities for teaching staff around 'Active 30-30'
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	11%
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:
There has been widespread participation and a large number of sports offered but we now wish to extend opportunities for participation in sport for our children with SEND  Equipment costs to continue to offer our full P.E. curriculum	Coach to Wodside Centre Disability Games Transport to Queensbury School disability event  Basketball system Netball posts 19 netballs, 10 basketballs, pop up goal Samba match goals	£399   £2305	Pupils entered and enjoyed- we were only one of two schools that attended at Queensbury	Once sporting events return to continue to look for sporting opportunities for pupils with SEND.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	2
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:
Participation in all district festivals and events so that children are able to participate and enjoy sporting opportunities with other schools.  Internal house events organised as well including swimming galas for each year group. This year due to the Lockdown, not all of these were completed. We did manage final sports days for the Y6 bubbles.	Sports Partnership and Sports Association membership joined and fees payed  All district sports up to Lockdown attended  A and B team and girls football divisions completed  Netballers got into higher league.  Internal swimming galas	£1818  £182 (swimming gala costs)	All Y4, Y5 and Y6 boys and girls that attended practice had the opportunity to represent the school in football and/or netball District indoor athletic champions. Boys Footballers won their division unbeaten. Netballers got into the District Super Cup. Other sporting activities curtailed by the Lockdown, but all earlier competitions e.g. basketball were entered.  All virtual games entered after. School Games and Virtual School Games kitemarks awarded.	Continue to look for 'virtual opportunities' for our pupils

Signed off by	
Head Teacher and subject leader:	<i>A. Farrugia</i>
Date:	03/08/20