



# 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:
<p><u>PARTNERSHIP WORKING - ENGAGEMENT IN THE PURBECK SCHOOL SPORT PARTNERSHIP</u>            Increased staff knowledge and understanding of PE Curriculum            Enhanced quality of provision            Increased pupil participation in competitive activities (Gold School Games Mark)            Increased range of opportunities            Increased pupil awareness of opportunities available in the community</p> <p><u>PROVIDE A FULLY INCLUSIVE PE AND SCHOOL SPORT OFFER</u>            Improve teacher's confidence and competence in a variety of subject areas            Staff are given the opportunity to attend courses and workshops provided through the            Purbeck CPD Programme            PE Coordinator arranges CPD training to all staff based on needs</p> <p><u>INCREASE THE OPPORTUNITY FOR ALL CHILDREN TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES, COMPETITIONS AND EVENTS, INCLUDING THE 'LEAST ACTIVE'</u>            Employing specialist coaches and providers to extend our provision for after school clubs.            Attend events provided through the School Games and the Purbeck School Sport Partnership.</p> <p><u>EXPLORING THE GREAT OUTDOORS AND BUILDING AN APPRECIATION OF IT</u>            Increasing engagement and enthusiasm about learning outside through Forest School opportunities across all year groups.</p>	<ul style="list-style-type: none"> <li>• Continue to contribute to the development of the school sport partnership through PE coordinator meetings and CLP meetings.</li> <li>• Ensure staff CPD is fully embedded through classroom practice. Support this through planning and observations.</li> <li>• Identify areas for improvement and CPD opportunities to address these.</li> <li>• Employing specialist PE coaches to work alongside teachers in lessons to increase their subject knowledge</li> <li>• Continue to work with the School Sport Partnership and School Games Organiser.</li> <li>• Identify children to attend events targeting the children with SEND, the least active and those lacking confidence and self-esteem.</li> <li>• Continue to develop leadership programme and celebrate success in assembly using the leadership awards</li> <li>• Continue to provide Forest School learning opportunities as part of Wool Primary School's broad and balanced curriculum</li> </ul>

DEVELOP A TEAM OF BRONZE AMBASSADORS / SPORTS LEADERS

Attend the Purbeck Primary Leadership Academy

Use the Dorset Leadership Awards to support the development of pupils

Increased number of play leaders.

More active pupils & team based activities at lunchtimes and break times

As a school we contribute funding to sustain the Purbeck School Sport

Partnership which provides the following opportunities:

- Comprehensive CPD programme
- PE Conference
- Outdoor activity days
- Purbeck Sports Awards
- Youth Sport Trust Primary Membership
- Support which additional staff training.

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? <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.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

<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>No (However, we planned to do this and had booked in sessions with other year groups. These were cancelled due to partial school closure in light of covid-19 pandemic)</p>
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## 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> £16,893		<b>Date Updated:</b> 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: 12%	
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?:	
<ul style="list-style-type: none"> <li>Educate children in the value and benefits of a healthy active lifestyle.</li> <li>Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>Use active lessons to increase physical activity levels and learning. (e.g. Active Maths and English lessons)</li> <li>Raise awareness of the best places to take part in sport and physical activity outside of school.</li> <li>Provide opportunities for daily physical activity (DPA/Daily Mile)</li> <li>Purchase of sporting equipment.</li> </ul>		<ul style="list-style-type: none"> <li>Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing.</li> <li>Develop the PE curriculum to ensure lessons engage and are planned effectively</li> <li>Build links with local community sports clubs/coaches</li> <li>Develop sport's leaders to support clubs and active playtimes</li> <li>Plan for equipment use -used to replenish equipment for outdoor active playtimes including balls, skipping ropes, hoops, tennis nets etc support active playtimes.</li> <li>Daily Physical Activity</li> </ul>		Easels £210.32  PE Hub £350.00  SportsSafe £1,152.24 Consortium £189.40 TTS £139.85	Observed lessons <ul style="list-style-type: none"> <li>Updated PE policy</li> <li>PE Lesson plans and assessments</li> <li>Registers of participation.</li> <li>Extra-curricular data ( including SEN, Pupil Premium. % of children attending extracurricular activities to be used to show evidence of impact on physical activity levels).</li> <li>Pupil survey- by the sports leaders to see what activities KS2 would like at play times.</li> </ul>	Use pupil voice (school council/sports leaders) to improve playtime activity levels

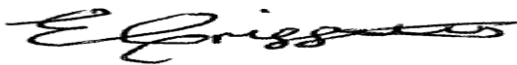
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12.5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn 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>Develop a team of sports leaders &amp;</li> <li>Bronze Ambassadors through the</li> <li>Purbeck Primary Leadership Academy.</li> <li>Use the Dorset leadership awards to</li> <li>support pupils on their leadership pathway.</li> <li>SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC</li> </ul>	<ul style="list-style-type: none"> <li>Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC.</li> <li>Ensure Year 6 attend the leadership academy.</li> <li>Use the awards and celebrate achievements in assembly.</li> <li>PE coordinator to attend training from Youth Sport Trust on whole school impact, 30:30 and Purbeck PE conference.</li> <li>SMSC – provide opportunities for children to cooperate across a range of activities and experiences.</li> <li>Nurture group</li> </ul>	Certificates and stickers £40.65  Supply cover £145.00  Purbeck Sports Partnership £1,750.00  Lunch club £145.12 Wobble stools £108.70 Fruugo £34.12	<ul style="list-style-type: none"> <li>School development plan – Whole school policies/PE policy SMSC</li> <li>Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from sports leaders about their role in the school and ways to develop in the following academic year.</li> <li>Use PE conference to review, evaluate and plan for the next academic year.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				34%
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>Employing specialist PE coaches to work alongside teachers in lessons to increase their subject knowledge.</li> <li>Using Staff meetings to develop staff confidence, knowledge and skills in teaching PE and Sport.</li> <li>Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</li> <li>Staff are given the opportunity to attend courses and workshops provided through the Purbeck CPD Programme to increase knowledge competence and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>PE Specialists District Sports Coaches Provide opportunities for staff to access CPD opportunities through the Purbeck School Sport Partnership CPD programme.</li> <li>Ensure staff CPD is fully embedded through classroom practice. Support this through planning and observations.</li> <li>Identify areas for improvement and CPD opportunities to address these.</li> </ul>	Sports Coach £5,700.00	<ul style="list-style-type: none"> <li>More confident and competent staff evidenced through feedback and lesson observations.</li> <li>Comments from Pupils in summer term questionnaire to show impact on their PE lessons.</li> <li>CPD Programme highlighted when staff have attended training. Staff to disseminate.</li> <li>Other CPD evidence in PE file. Staff meeting minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Staff questionnaire to evaluate/identify further areas of improvement</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				29%
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>• Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</li> <li>• Extend the range of curriculum taught activities</li> <li>• Football club by local coach</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children with SEND, the least confident and the least active to attend events through the school sport partnership such as the inclusive multi-sport events &amp; outdoor activities days.</li> <li>• Weekly Physical Development Interventions</li> <li>• All pupils in Year 4, 5 and 6 offered residential trips covering a range of adventurous activities. – Review extra-curricular activities through pupil voice.</li> <li>• Employ local coaches to provide extra-curricular sporting opportunities.</li> <li>• Mr Crabb- Football</li> </ul>	<p>Forest School £4,900.00</p>	<ul style="list-style-type: none"> <li>• Registers of participation.</li> <li>• Extracurricular data including participation data for SEND and PP. – Responses from pupils in summer questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Look into activities suggested in Pupil questionnaire about other activities they would like.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.5%
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>• Provide opportunities for all children to challenge themselves through both intra and inter school sport.</li> <li>• Increased participation in School Games competitions.</li> <li>• Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend events provided through the School Games and the Purbeck School Sport Partnership.</li> <li>• Engage with School Games Organiser and attend competitions run by the Purbeck School Sport Partnership. Engage more staff/parents/volunteers and young leaders to support attendance at competitions.</li> <li>• Cover of staff in class to allow adults to attend competitions with sports teams.</li> <li>• Use school minibus to access a high percentage of competitions - fuel and maintenance costs required. Purchase sports kit for attending competitions and events.</li> <li>• Intraschool gymnastics competition. HN supported by RW.</li> <li>• Sports Day – Whole School split into teams to complete rotation of team activities and competitive races.</li> </ul>	Transport £255.00	<ul style="list-style-type: none"> <li>• School Games Mark - Schools own data/registers including % of KS2 children to attend a Purbeck competition.</li> <li>• SGO - Competition/ events calendar highlighted with attendance.</li> <li>• Photos displayed at school and on school website / newsletter. Competition report</li> </ul>	<ul style="list-style-type: none"> <li>• Review percentages of children and groups of children that attended competitive events outside of school</li> <li>• evaluate and think of ways to provide these opportunities again next year.</li> </ul>

\* Due to the Covid-19 pandemic, not all of the allocation was spent. Funds have been carried over into 2020-2021

Signed off by	
Head Teacher:	
Date:	July 2020
Subject Leader:	Mrs J Johnson
Date:	July 2020
Governor:	E Robinson
Date:	July 2020