

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"> - There is a high quality PE curriculum being delivered across the school. Children make good progress throughout the year. - More pupils are engaging in competitive and non-competitive sport. Pupils who were previously less engaged were given a variety of opportunities to try new activities and sports. - Pupils were given more opportunities to take part in physical activity throughout the day and afterschool. - All staff have been given CPD. 	<ul style="list-style-type: none"> - We now need to establish a way of monitoring the levels of physical activity for each pupil throughout the school day. - A higher percentage of Year 6 pupils meeting the curriculum requirements for swimming.

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.	% Unable to comment due to Covid-19.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% Unable to comment due to Covid-19.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% Unable to comment due to Covid-19.
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. Unable to due to Covid-19.

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: 2019/20		Total fund allocated: £16773		Date Updated: 03.07.2020	
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: 34.38%
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?:	
To ensure younger pupils are given more opportunity for focused physical activity.	Sports Ambassadors to lead physical activities during lunch times. To do this, children have been taking part in leadership sessions as part of the Malton Sports Partnership. Lunch time staff oversee the physical activity being delivered by the ambassadors. Equipment renewal and maintenance.		£3500 per year for the Malton Sports Partnership. £2000	Before the school closure pupils were given regular opportunities to take part in physical activity. They are beginning to create their own activities and adapt rules to add challenge. Pupils engaged in a variety of activities and adapted games to suit their ability.	
				We would now like to look into ways of monitoring the levels of physical activity each child is achieving each day.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 1.88%
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 teach children core values and life skills to apply to other areas.	Throughout PE sessions children are taught key values such as teamwork, leadership and respect. This is further supported through the Sports Ambassador programme as they are taught these values in their meetings. When they are delivering their activities with other pupils the ambassadors are modelling those good behaviours to younger pupils. The ambassadors have delivered physical activities during playtimes and have also planned and taught PE lessons.	£0 £0	Before the closure of schools pupils were beginning to show these values and skills. The Sports Ambassadors were able to plan and deliver their own activities to groups of children. Throughout this they demonstrated many of the values and skills we were looking for.	The next steps will be to continue to develop this so that the values are being practised all throughout school. The Sports Ambassador programme is run as part of the Malton Sports Partnership that we pay in to. The children taking part are a mix of year 5 and 6 so that when new ambassadors take on the role in the following academic year they will have 2 pupils who are already experienced in this.

	Matthew from Chance to Shine delivered a cricket based assembly to the whole school. Throughout this he referred to a lot of the core values and life skills that pupils can develop through playing sport.	£300	Sessions could not take place due to Covid-19.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Staff will deliver more high quality PE lessons to pupils.	<p>Staff CPD was delivered by Matthew from Chance to Shine.</p> <p>Staff observe teachers from the Malton Sports Partnership to gain new ideas and techniques for delivering high quality PE.</p>	<p>£0</p> <p>See key indicator 1 for partnership funding.</p>	Staff are now more confident in the delivery of cricket and children are being offered a wider variety of sports in PE sessions.	Staff now have the knowledge, skills and confidence to deliver this in the absence of the cricket specialist.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 43.75%
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 give children a wider variety of sporting opportunity.	Cricket coach from Chance to Shine.	See indicator 2 for cricket coach funding.	Unable to carry out due to Covid-19	
To engage less able and disengaged pupils in a wider variety of sport and activity.	Malton Sports Partnership – Throughout the year, Malton offered multiple events aimed at children who often do not enjoy competitive sport or do not get the opportunity to take part. This enabled us to give selected pupils the opportunity to experience sport without the competitive pressures.	See indicator 1 for the partnership funding.	Pupils who took part enjoyed the experiences and as a result of this we noticed an improvement in their attitude towards school PE. They wanted to participate more in PE lessons.	We would like to continue to give these groups of children similar opportunities in the future as we have seen such a positive impact on their attitude and wellbeing.
To offer a wider range of sports and activities through afterschool clubs.	As part of the Malton Sports Partnership we were able to offer pupils a sports afterschool club.	See indicator 1 for the partnership funding.	More pupils were engaging in sport and physical activity throughout the day and afterschool.	Unfortunately we only managed to do this for a term as we could not get enough pupils to sign up to keep the club running. We will continue to offer clubs of this kind and will run them if the number of participants increases.

<p>Pupils will take part in a wider range of activities and make good progress and improve skills.</p> <p>To ensure equipment is available and in good condition for children to engage in a variety of sports.</p>	<p>PE lead teaches all sessions to ensure children are making progress.</p> <p>Equipment renewal</p>	<p>£7000</p> <p>See key indicator 1 for cost of equipment renewal.</p>	<p>Children are making good progress and are enjoying PE sessions.</p> <p>Children were able to engage with PE sessions more actively due to having more access to equipment. They were also able to make choices about which equipment to use as we had a wider variety.</p>	<p>The next steps will be to continue to deliver staff CPD so that all teachers can deliver high quality PE lessons and children will continue to make good progress.</p> <p>This equipment needs maintaining and storing securely so that children continue to have this high quality opportunity.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14.37%
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 give more pupils an opportunity to take part in competitive sport.	The Malton Sports Partnership offers events each half term for children to take part in. Some are competitive and some are for fun and to try out for experience. We pay for coaches to take pupils to and from these events.	See key indicator 1 for the partnership funding. £2300	All pupils in year 1, 2, 5 and 6 were given multiple opportunities to take part in competitive and non-competitive sport. Most pupils in year 3 and 4 were given opportunities to take part, although we noticed that there is less available for them to access so some pupils missed out. Because we couldn't give everyone the chance to go we chose to take the pupils who do not take part in sport or physical activity outside of school.	Most pupils are offered many opportunities to take part in competitive sport. However, some year groups are not given the same opportunity. Because of this, we will be looking into ways to offer all pupils regular opportunity to take part in competitive sport. This could include more internal school competitions.

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

Date:	
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