

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.



St Mary's Catholic Primary School

Key achievements to date until July 2020:

Covid 19 has had a significant impact on the provision of PE and sporting events from the end of term 4 and the whole of term 5 and term 6.

ALL Children in Years 1-6 took part in swimming lessons during term 1. Children who were unable to swim 25 metres in Years 4, 5 and 6 were given intensive, individual and small group sessions to improve their water confidence and swimming technique during term 2.

All children in classes 1-6 had the opportunity to take part in at least 1 sports tournament.

There were a greater number of children taking part in after school activities. Some clubs have had waiting lists.

New sporting equipment has been bought as well as updating and replenishing sports equipment and kit already in existence.

All staff have been released to take children to tournaments or to allow children to try new sports. Children in all ages and varying abilities took part in a range of activities that they thoroughly enjoyed.

2 children got through to the county level cross country.

Sports day challenges were organised to take place at school and at home so that all children could engage in sports day, despite the Covid-19 partial lockdown.

Areas for further improvement and baseline evidence of need:

Continue to enter the Bazuka Swimming galas with able swimmers.

Continue to have a school swimming gala.

Widen the range of after school activities offered.

Continue to take part in all cluster sporting activities and try to arrange some training sessions or competitions with other schools.

A lunchtime running club to take place each week of the year.

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.	100 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81.25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90.6%
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

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: £18,180		Date Updated: July 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:
					26%
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 make playtimes more active. Training for a member of staff and some children.	PE leader worked with Yr 4 children and a member of staff to provide ideas and cards for games.	£262	Year 4 to choose and collect equipment needed for skills or games and lead some games for other children.		PE lead to continue to work with TA's to ensure playtimes are active.
To support and encourage children to take part in active playground games. To encourage team games and reduce disagreements amongst children at playtimes.	A TA employed one day a week to organise playground games.	£360	Children of all ages were engaged in a variety of activities.		
To replenish and improve sports equipment.	PE leader to audit equipment and work with representatives from each class to decide on the types of equipment they would like.	Not spent yet due to Covid19	Equipment is available for all sports and during playtimes.		
Training for staff to look at the progression of skills needed by children in all areas of PE and to increase bank of activities/games to	A staff meeting used to share ideas and to train.	£95	Children able to take part more successfully in games. PE sessions more varied and interesting.		Level of difficulty to increase. Challenges to become greater with further child input.

use during PE lessons.				
During term 5 to have a focus on independent exercise ie running around the track and skipping.	All staff to encourage. PE leader to lead this.	£1900	Children becoming keen to increase their own stamina and also enjoying competition with others.	To be a focus in terms 1 and 2 2020-21.
During enrichment PE a new sport or games to be taught.	Children taught new games. Once children are proficient, inter class competitions and tournaments to be hosted.		Covid 19 reduced this impact.	Further displays of activities carried out to reinforce the learning and fun. Teacher lead and TA to continue to feed back to other staff.
Forest school opportunities for all classes on a rolling program.	Enrichment afternoons to be used. Led by a teacher and a member of support staff, with parent volunteers. Each class to spend one afternoon for a term within the year.		Children, parents and governors all agreeing the benefits of life skills being learnt and applied. Children's learning is more active and children taking responsibility For their own actions, learning and the environment.	
Playground sessions (could be lesson breaks) to be more active and varied.	Plan for trim trail to be extended.	£2140	Covid 19 implications prevented trim trail being extended.	Plan for and get quotes for trim trail to be made all weather and for extension to the trail.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
6%

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>Children to develop sport health and physical literacy.</p> <p>Children to know how to keep themselves fit, healthy, safe and happy.</p>	<p>Class teachers to model and encourage daily exercise within class. Staff to encourage talk about exercise and its purpose. Pupil voice to be used. Daily exercise activities to be continued and expanded ie daily run, skipping, circuits and Just Dance with an element of competition where possible (use of large stop watch). Running club at lunch time started to improve stamina for cross country (and general fitness).</p>		<p>Children building strength and resilience. Children viewing exercise as fun and competitive (against self and others). Children choosing to run around track or skip at breaktime and lunchtime. Class sport boards to show increased fitness ie skipping and running.</p>	<p>Running club to take place each week.</p>
<p>Pure Sport coaching, gymnastics and dance to be used to expand range of extra sports after school.</p>	<p>Sports leader co-ordinated after school activities. A football club started for KS2 and a competition club was started to improve skills and participation in up coming cluster tournaments. Pure Sports used. Gymnastics, Tai Ken Do and dance sessions available for all ages. Continued membership of Physical Education Matters. Purchase of the 2020 updated book</p>	<p>£896</p> <p>£95</p> <p>£44</p>	<p>Greater number of after school sports taking place and a greater uptake of sessions. Children enthusiastic to improve their skills and technique. Happy children. Improved performance at cluster events.</p>	<p>Continue to offer a range of after school sporting activities. Increase sessions if uptake increases sufficiently.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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 raise the quality of of PE provision and skill development.	All teachers to attend a sporting event with a class at Beacon to develop their skills and understanding of a sport. 240 places were taken by children up until March 3 rd 2020. Staff meetings to share good practice.	£1045	Positive feedback from children and staff. Greater enthusiasm for specific sports. Staff seen to be more confident, enthusiastic and knowledgeable when teaching.	To increase the opportunities for teachers to observe and work alongside sport coaches. Encourage staff to run extra curricular sporting clubs.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
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:
Additional achievements: PE lead or a teacher to be released to attend sporting events and tournaments to give pupils, experiences in a range of sporting activities.	Class teachers TA's and PE lead were released to attend 10 planned activities. Covid19 prevented others.	£1310	Teams showed some improved performance and successes in a range of sports during cluster events. Cross country, football, indoor athletics and multi skills events took place.	PE lead changed due to maternity leave. New lead to continue to liaise with the cluster.

<p>Opportunities for children to participate or observe in unusual events ie golf, curling? School to be part of the Beacon Cluster.</p> <p>All events offered within the cluster group to be attended.</p> <p>To keep children active during Covid19 lockdown period.</p>	<p>PE leader to encourage and sign up children for unusual sporting events.</p> <p>PE leader to ensure dates are in the school diary and events are signed up for.</p> <p>As part of daily learning during the Covid19 lockdown period, all children were directed to use a range of sites, including Joe Wicks, to ensure continued opportunities to take part in physical activity.</p>	<p>£2000</p>	<p>Planned group of children to be able to attend Wimbledon Tennis. Cancelled due to Covid19. Tri golf session.</p> <p>Whole families took part and commented on the fun they had as well as the encouragement to stay fit.</p>	<p>Team building, climbing, archery and abseiling to be planned for next year on site.</p> <p>Children to be directed to online sites to take part in a wide variety of fun exercise during the holidays and at weekends.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Opportunities for children to take part in a range of competitive sport.	<p>At the end of each sporting unit teachers to organise tournaments or displays between the houses. A cross-country competition to be organised in the phases. A class dance display to take place. A dance group to represent the school to perform at Beacon. An inter class school swimming gala to take place. School to send a swimming team to the local cluster swimming gala.</p> <p>A club organised to reinforce and train children in a variety of sports and to take part in competitive sporting competitions with other schools in the cluster.</p> <p>Children able to take part in daily Spec Savers sporting challenges during the Covid19 lockdown period.</p>		<p>The profile of sport is raised in school. Children are keen to improve their own performance and be part of school teams. Children become good team players who value fairness and team work.</p> <p>Brought the school community together. Allowed children to compete as a class in difficult times. St Mary's received a certificate for coming 4th in the cluster group.</p>	Continue to take part in cluster events and try to arrange competitions termly with 1 or more local schools.

	As sports day could not take place an interactive online version was organised which allowed all children to compete for their house team.		Brought the community together and raised the profile of competitive sport.	
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Head Teacher:	Liz Hills (Acting Headteacher) <i>Liz Hills</i>
Date:	30 th July 2020
Subject Leader:	Judith Botterman <i>Judith Botterman</i>
Date:	12 th July 2020
Governor:	Lorna Buckwell <i>Lorna Buckwell</i>
Date:	30 th July 2020