

# 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>• Hosting swimming gala</li> <li>• Inter school sports – staff consistency with accompanying children to events.</li> <li>• Continuation of lunchtime sports leader</li> <li>• Extra sport provision 1x weekly on a focused skill/support across all ages.</li> <li>• Owl class Monday mile</li> <li>• Bikeability</li> <li>• School sports week for exposure to new sports</li> <li>• Purchase of additional equipment to support a and enhance successful offsite sports day.</li> <li>• Maintenance undertaken- repairs carried out/items replaced of indoor PE apparatus.</li> <li>• Promotion of new PE kits in house colours</li> <li>• House Colour T-shirts for staff to enhance interaction and inclusion of all during sporting events.</li> <li>• Outdoor leader training for 2 members of staff</li> <li>• Landscaping of front grounds to include a running track, predominantly for KS1 use to encourage daily mile and to make physical activity accessibly all year round.</li> <li>• Well being award</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide training across a range of sports- leading to inter school competitions.</li> <li>• Hosting/organising inter school events where provision allows – running and cricket.</li> <li>• Continue to offer opportunities to a range of sports that children have could continue outside of school – through sports week and after school clubs.</li> <li>• Extra-curricular sports opportunities for all children with a particular focus on KS2</li> <li>• Heighten awareness of a healthy lifestyle and personal wellbeing for all</li> <li>• Opportunities to witness experienced sports people partake in their sport- live if possible.</li> <li>• Purchase of technology to support in research into sport and sports presentations</li> <li>• Investigate and prepare for application for School games mark</li> </ul>

Previously the sport grant report has covered the financial year. This year this has been extended 3 months to follow the academic year in line with national recommendations.

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>Children in Year 2 and Year5 access swimming lessons</p> <p>Year 2 children 1x 1hr weekly lesson throughout the school year</p> <p>Year 5 1 term of weekly lessons</p>	<p><b>Yr5 = 17 children</b></p> <p><b>25m on front/back, using a range of strokes</b></p> <p>achieved by 86%</p> <p>6%(1 child) could only swim 10m on front</p> <p>12% managed 25m on front/back but weak</p> <p>In addition, children also developed stroke and breathing techniques and learned diving, push and glides and submerging</p> <p>Yr 2 = 15 children</p> <p><b>25m on front</b> achieved by 53%</p> <p><b>10m on front</b> achieved by 40%</p> <p><b>7%(1child)</b> – non-swimmer</p> <p><b>25m on back</b> achieved by 46%</p> <p><b>10m on back</b> achieved by 40%</p> <p><b>14%</b> did not achieve 10m on back</p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes

## 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: April 2019-July 2020</b>		<b>Total fund allocated: £16,970</b>		<b>Date Updated: 2/7/2020</b>			
		<b>c/f £</b>		<b>£26,869</b>			
		<b>Total</b>		<b>£43.839</b>			
<b>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</b>					Percentage of total allocation: 60%		
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>			
<p>To improve key skills together with gameplay rules and tactics for some sports, to improve confidence during interschool matches</p> <p>More staff to be confident and trained to take children off site to engage in physical activities, both for tournaments and personal development/introduction to new sports.</p>		<p>Employment of an extra staff member 1 x weekly 2.5rs to support development, particularly before interschool matches/tournaments</p> <p>Structured support and practise opportunities available during lunch times to develop the above.</p> <p>KS2 teachers x 2 to undertake Outdoor leading training – support with health and safety requirement for both day and residential experiences.</p>		<p>£711</p> <p>£1626</p> <p>£200</p> <p>Much improved confidence for the children, especially before interschool matches, acceleration in placings in tournaments and children have sense of achievement and pride in taking. High interest in children wanting to represent the school in sporting fixtures</p> <p>Year 6 children participated in a active residential with another local school, with Purley staff offering more support and leading some activities during the trip.</p> <p>year 4/5 overnight camping experience with onsite activities.</p> <p>Further opportunities for more offsite trips eg local river walk, daily mile/community walk -off site.</p> <p>More opportunities to engage in sporting events with more teachers feeling better prepared to engage in offsite activities.</p>		<p>To maintain this enthusiasm. Participate in more interschool matches both in tournaments and friendlies.</p> <p>When facilities allow to start to host some small tournaments and matches of our own.</p> <p>For residential tips to continue across UKS2.</p> <p>Possibility of extending this opportunity to LKS2.</p> <p>Promote more off-site learning to enrich all areas of the curriculum.</p>	



Landscaping of front of school	Levelling of front area to allow for more physical activity. Installation of an all-weather running track- used for KS1 morning mile- lunch time races and general fitness.	£24,035	Children are able to run in a safe environment during lunch and break and can monitor their fitness level by the number of laps they can complete. promotion of the importance of daily physical activity to support wellbeing.	Monitor use for daily mile. Develop use of this area for KS2 children.
All weather matting area at the back of school	Grass replaced with all-weather flooring- to make this area accessible for use all year		Large impact of physical activity being seen at break/lunchtimes including hula hoops, various skipping styles, dance and gym behaviour incidents reducing as more space and children able to exert energy and stimulate brains ready for learning more freely.	Continue to promote use of this area for skipping/hula hoops and other less physical sport activities including skill games.

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

Percentage of total allocation:  
14%

Intent	Implementation		Impact	
2nd Sports week held giving students taster sessions of a large range of different sports	<ul style="list-style-type: none"> <li>• Bikeability year 5</li> <li>• Tennis</li> <li>• Climbing</li> <li>• Freestyle gymnastics</li> <li>• Didi Rugby</li> <li>• Football</li> <li>• Dance</li> </ul>	£4887	Another very successful week, children all developed confidence, courage to have a go at a new sport, resilience to keep on trying. Positive reactions from children and parents. Some children have since continued with one of the sports trialed during the week outside of school. This includes; gymnastics, climbing and rugby.	To make this a regular event concluding with our sports day. Giving children a taster of sport that they can develop outside of school if they wish and to heighten awareness of sport in their own personal development and wellbeing.
To meet curriculum aim of all children to leave primary education capable of swimming 25m	Swimming lesson provision for Year 5 children		Positive results seen – see figures above	To maintain this life skill that could be a life saver. This is especially important for the children in our community leaving so close to the River Thames.

<p>Lunch sports provision 1 x weekly provided by trained sports coach</p> <p>Didi Rugby sessions for KS1</p> <p>Purchase of equipment and resources to continue to promote sport and wellbeing across the school- both on a daily basis and by bringing the school together for larger whole school activities</p>	<p>Regular structured sports activities including football/netball for all ages</p> <p>1 x weekly x6weeks for FS2 and KS1</p> <p>Repairs and replacement to PE apparatus for indoor PE activities.</p> <p>Smaller outdoor games for lunchtime interactions in small groups</p>	<p>£1286</p>	<p>Less confident children seen to participate in small sessions with peers of similar ability.</p> <p>Closing of gender gaps between sports being played independently at breaktimes – more girls involved in the football and boys with netball - sport is for all!</p> <p>Children developed listening skills and ability to follow simple instruction to start to play a team game. Gives the initial skills allowing a quicker engagement in tag rugby in KS2</p> <p>Ensuring safety of all children and access to physical activities indoors</p> <p>More inclusive interaction of a arrange of activities during lunch and break especially for those less motivated by team sports</p>	<p>To ensure all children have access to “free play’ sports during lunch/break.</p> <p>Encouraging all children to participate in all sports with children of similar ability.</p> <p>Teachers to start to implement skills learnt from these sessions within their own PE lessons, thus broadening the range of sports on offer.</p> <p>Repeat this format for other sports.</p> <p>Development of active games during break to improve fitness of children not motivated by sports opportunities on offer.</p>
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	<p>Music for Zumba</p> <p>Support for change of PE kits to house colours and purchase of staff tops in house colours.</p> <p>Sports day costs – fuel for generator, achievement stickers</p> <p>Purchase of medals for sporting events hosted by the school.</p> <p>Well being Award</p>	<p>£200</p>	<p>Daily Zumba activity maintained with a larger variety of music and year 6 children now predominantly creating own routines to chosen music.</p> <p>Heightened levels of participation to support house. T-shirts in house colours embeds this further and creates a team ethic. Staff also wearing t-shirt of their house colour embedded this team ethic and built on more further.</p> <p>Allows easier coordination of the event using PA systems. Stickers motivate and encourage participation – especially in EYFS and KS1</p> <p>Promoting pride and recognition in what can be achieved if you try your best and practise and train for a sport</p> <p>Recognition of our commitment to the importance of wellbeing within our school</p>	<p>Maintain daily Zumba encouraging older children to start to choreograph their own routines. Including both high and low impact intensity to be inclusive for all- students and staff</p> <p>Continue to develop the house competitions and encourage house captains to support and motivate teams, creating a richer understanding of team ship and taking part for enjoyment and pride in representing your team and not just for winning.</p> <p>Strong sense of enjoyment from all children and from parent spectators. Children felt pride upon hearing their name over a PA system.</p> <p>Host further in-house and inter-school competitions across a range of sports where facilities allow.</p> <p>Sense of pride for all, both staff and children. Motivation to maintain our success and continue to promote the importance of wellbeing</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			Percentage of total allocation:
			0%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
Kwik Cricket tournament	Staff and pupils trained in the rules of Kwik cricket. Following of cricket world cup results	Children and staff engaged with excitement. Good well being with a whole school focus Every child took part	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>			Percentage of total allocation:
			%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
Children exposed to a variety of sports during sports week  See also Key indicator 2	Sports week 2020 was re organised to include training videos from different sports- due to Covid 19 social distancing restrictions Parkour Football Tennis Combat 8 fitness Dance All children were awarded a certificate and a participation medal.	£510  Well being improved with children working from home during lockdown and children at home doing the same activities Families were able to join in together from home.	

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			7%
Intent	Implementation	Impact	
Expenses incurred to allow participation in tournaments.	<p>Minibus hire and classroom cover costs</p> <p>£328</p> <p>Inter school Cross country event hosted by school.</p> <p>Inaugural inter house Kwik- cricket competition held</p>	<p>Created a sense of team ship whilst travelling and allowed for continuity of PE lead to attend tournaments/matches and promote motivation.</p> <p>Children felt proud to invite other schools to their school to compete in an event</p> <p>Both children and staff developed a deeper understanding of the game-relationships developed with local cricket club who supported our event with coaching and subsequently offered further coaching and interschool competitions - some children have since joined the local cricket club- both boys and girls</p>	<p>Ensure that the PE lead or other staff member attending sporting fixtures is consistent as this allows for motivation/reflection before and after events</p> <p>Continue to have staff trained to drive minibus as this allows all children to opportunities to attend off site matches.</p> <p>Children have improved their performance at events and are now starting to identify that with regular training they can compete and achieve against 'good' teams</p> <p>Continue with cross country events and extend to Kwik cricket.</p> <p>Maintain relationships with the club.</p> <p>Continue to hold this interhouse event and extend to some inter-school competitions.</p> <p>Staff to continue to offer Kwik cricket within PE lessons now they have a deeper understanding of the game and skills.</p>

Signed off by	
Head Teacher:	K Fakes
Date:	2.7.20
Subject Leader:	J Pickering
Date:	2.7.20
Governor:	
Date:	8.7.20