

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



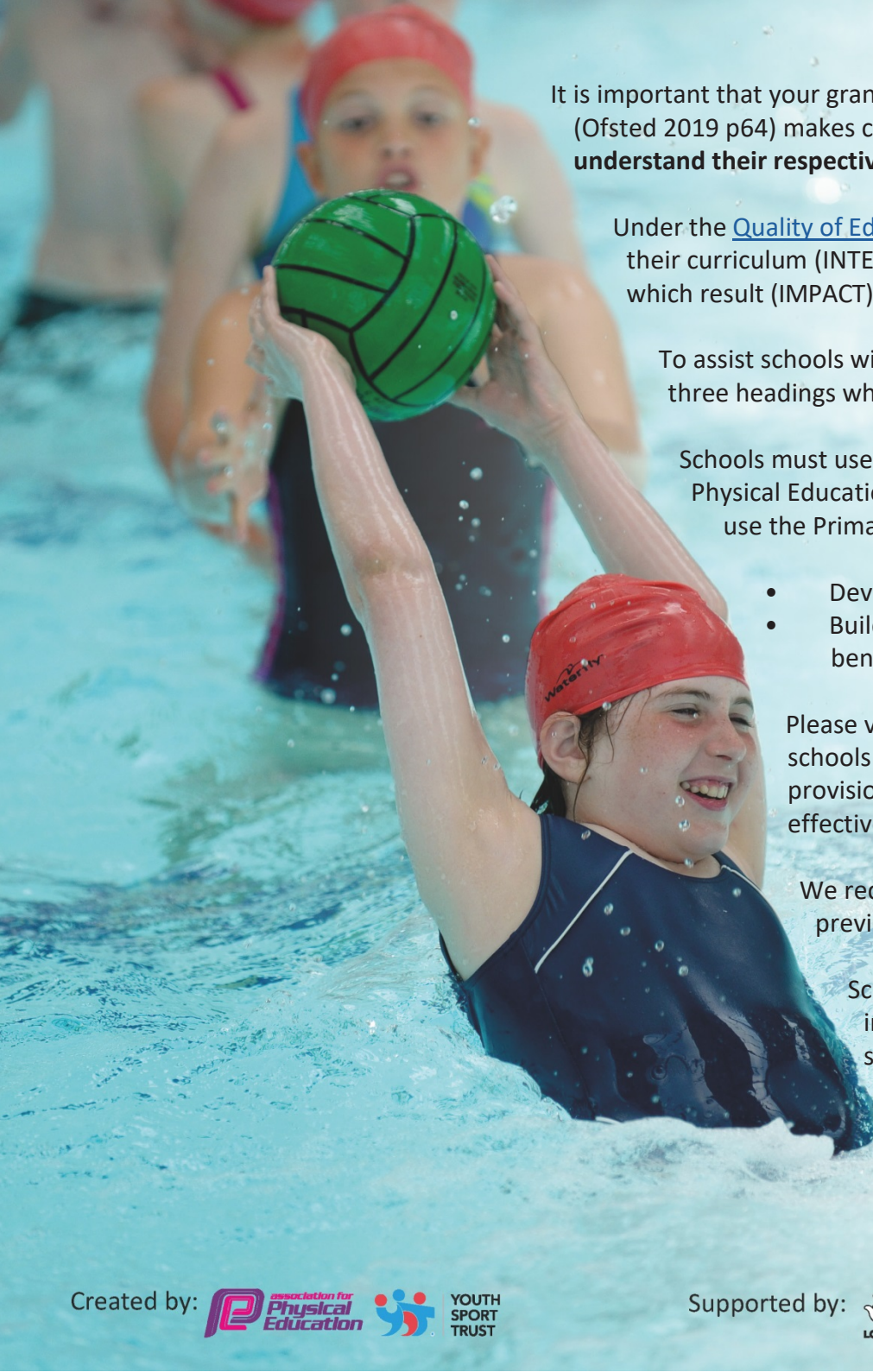
Department  
for Education

Created by



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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>The playground was upgraded with a MUGA sports pitch, trim trail, climbing frames and climbing wall.</p> <p>Over the past few years we have raised the profile of healthy eating and sport across the whole school. We continue to develop leadership skills in our pupils, so that they can be a voice for PE, sports clubs and healthy activities at school. They help to promote the positive values of sport and prepare club equipment, set up sports activities and assist sporting events or visits. We have introduced various before and after school clubs that centre on sports.</p> <p>Children across the whole school have participated in the Hackney School's Challenge for the last three years, the event was cancelled this year due to Covid 19.</p> <p>Year 5 participated in a cycling proficiency to encourage to give them the skills to cycle safely and encourage cycling.</p> <p>We have the Healthy Schools Gold Award.</p>	<p>Increase use of the new playground facilities. Introduce regular running on our new track and introduce rotas for the playground equipment in line with the new Covid-19 guidelines.</p>

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>Swimming lessons were not able to go ahead due to the coronavirus restrictions. As a result, we were unable to assess our year 6 pupils' attainment in swimming.</p>

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>Swimming lessons were not able to go ahead due to the coronavirus restrictions. As a result, we were unable to assess our year 6 pupils' attainment in swimming.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Swimming lessons were not able to go ahead due to the coronavirus restrictions. As a result, we were unable to assess our year 6 pupils' attainment in self-rescue.</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>No</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> £17,580.00		<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:
					%
<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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue with morning routines to incorporate a regular fitness activity for pupils. All children encouraged to increase their fitness through monitoring and informal competitions.	Before school skipping club, Hackney Schools Challenge preparation to encourage children to start their day with exercise.  During lockdown children encouraged to start their day with Joe Wickes PE classes.  Virtual Sports day held.		£660 to March 2020	Children became more engaged in physical activity and start the day ready to learn. Children develop core muscles which help EYFS motor skills.	Continue to offer early morning activities and target children who would benefit the most.
<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>		1.7%
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>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise. Ensure pupils are aware of sporting activities and achievements across the school.</p>	<p>Participated in the 'Eat them to defeat them' to encourage children to eat a variety of vegetables.</p> <p>Newsletter regularly features healthy food highlights and highlights sporting achievements and successes.</p> <p>Kitchen staff have presented fruit and vegetables in very creative ways and made them highly attractive to the children.</p>	<p>£300 to March 2020</p>	<p>Children have sampled vegetables and fruits that they haven't tried before.</p> <p>Greater visibility and celebration of sporting achievements in assemblies.</p> <p>The school has attained the Healthy Schools Gold Award.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	2.8%
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:
Ensure all staff are confident in teaching and delivering high quality PE resulting in higher quality learning.	Sports co-ordinator worked with staff to train on the use of new playground equipment to ensure items are well used and used safely.	£500 to March 2020	Children able to use climbing wall and trim trail equipment effectively.  Continue to develop and train Mid-day Assistants so children can benefit from new equipment.  Train staff to encourage small groups to use running track to reach our target of 30 minutes exercise per child per day.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	88.8%
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> <p>Playground upgrade to increase sporting opportunities across all year groups.</p>	<p>Installation of new playground equipment to include a MUGA, trim trail and running track, climbing wall, balance beams, basketball nets and targets.</p> <p>Purchase of skipping ropes and tennis balls so that each child would have their own individual one to use due to corona virus regulations.</p>	<p>£15,620.</p>	<p>September to March 2020 the playground equipment was well used on a rota system so all classes benefited from it. Increased games at lunch times, more running opportunities, less injuries due to safety surfaces.</p>	<p>Additional training of Teachers, Midday staff, Teaching Assistants to fully use the running track and facilities in a corona virus safe way.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	2.8%
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:
The summer term is usually the time when we participate in competitive sport. Unfortunately many activities were cancelled due to Covid 19.  Increased exercise for Keyworker children who were in school throughout.	We were able to run a Virtual Sports Day and children received certificates for participating. Children were encouraged to do daily exercise at home.  Keyworker children on site participated in daily exercise with Joe Wickes fitness and other online programmes supervised by staff. Team skipping was introduced with large skipping ropes to maintain social distancing.  When more children were allowed back into school individual skipping ropes and tennis balls were given to each child to further encourage activity as we were aware that during lockdown they had been less active.	£500	Hand to eye co-ordination of throwing and catching tennis balls. Better balance and timing from skipping and developing core muscles.	

Signed off by Headteacher: <i>Peter Lewis</i>	
Date	28 <sup>th</sup> July 2020