



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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Commissioned by  
Department for Education

Created by



YOUTH  
SPORT  
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Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>High percentage of Key Stage 2 swimmers meeting proficiency attainment</p> <p>Win inter school swimming galas, hockey tournaments, runner up in netball tournaments, highly placed regularly in cross country tournaments</p> <p>School representatives chosen to represent county in national competition in football</p> <p>BHSA featured highly in the local Tour of Britain cycling event and chosen for the Italian cycling team</p> <p>Hosted Trust Rally for GDST schools to attend a day of competitive sport</p> <p>Superb links with local Birkenhead tennis club including daily tennis coached sessions for Reception and Year 1 for a term</p> <p>Successful Healthy living enrichment club with a targeted audience and full parental support</p> <p>Successful Healthy Mind, Healthy Body week with huge variety of sports and fitness, and lifestyle coaches organised to visit and give taster sessions</p>	<p>Play leader scheme introduced to support fitness at playtime</p> <p>Active classroom introduced to staff to promote focus and high level concentration</p> <p>Better training for staff to promote health/fitness/sport with KS1 pupils</p> <p>Clear system for supporting disadvantaged pupils accessing outdoor pursuit funding</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	91%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	91%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91%
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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £19,360	Date Updated: September 2019	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				82%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE allocation to be significantly higher than the statutory requirement within the weekly timetable for all KS2 classes to promote our valued learner values and keep our girls fit, healthy, active and competitive; delivered by an internal primary and secondary specialist PE teacher.	Training for KS1 teachers to deliver high quality bespoke PE sessions to our KS1 and EYFS girls	£15,000	Our girls are well versed in the rules of key British sports by the end of KS2 including tennis, netball and hockey and have a good level of fine and gross motor skill. Good sportsmanship is effectively developed, alongside self-resilience and self-organisation. Our girls are motivated to win and be the best that they can be and this filters across all aspects of learning	This model is unsustainable in terms of keeping the specialist teacher just for the primary school PE lessons, as it puts us significantly above our staffing allocation. 2019-20 sees a dip in PE allocation led by a specialist teacher in years 1 and 2, but maintained hours in years 3 to 6.
Engage more pupils in regular activity on the playground through alternative activities	<p>Skipping ropes, hoola hoops, soft balls monitored and replaced regularly</p> <p>Laminated cards of active playtime games introduced</p> <p>Lunchtime equipment</p> <p>Internal and external sports clubs continued to be offered regularly throughout the week all year for a range of year groups across the school</p>	£300	<p>The number of bumped head and collision incidents has significantly decreased (see sample first aid incident sheet) with structured playground 'zones' and sports equipment being available to play with</p> <p>Less squabbles and fall-outs with girls playing nicely together across year groups as they use the laminated cards to promote structured 'play'</p> <p>A wide enrichment club offer in terms of sports with a sports specialist appointed for Foundation stage teacher to focus on inspiring the younger girls</p>	<p>Continue to train teaching assistants on quality playground games to make the best use of equipment</p> <p>Embed identified Sports Leaders on School Council to support KS1 and KS2 playtimes</p>

All pupils in Key Stage 2 to have a 30 minute swimming lesson every second week	Employ lifeguard and swimming teacher	£2000	A very high proportion of our pupils can swim by the time they leave the primary setting	Sustainability constantly monitored; pool to meet high H+S standards and costs a lot to maintain
Use link with Anselm's Boys' School to promote the use of our astro-turf	Astro resurfacing	£tbc School budget	Evidence of inter-school competitions and tournaments at a local and national level taking place at our school. External clubs interested in hiring our space.	School to explore hiring the astro-turf out to external clubs to cover the cost of maintaining the space.
Provide a wide range of opportunities for all pupils to be active outside of the curriculum	After School Sports Clubs	£60	Participation registers show that in excess of ____ pupils take part in after school sporting activities on site.	Successful 'old girls' to come back and talk to the pupils about their success (visited by Sam Quek) Continue to look for differing / unique sports that are not played in the area to maintain interest
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 2%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Healthy Living week  Healthy Living Week	Introduction to different sports and lifestyle ideas – increasing participation in and out of school to reduce obesity	£350	Increase in participation and reducing obesity levels.	Sports with extra interest run by outside providers in the future.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 2%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increasing quality of delivery of PE by non-specialist teaching staff.	Delivery of CPD for non-specialist staff Planning of schemes of work for them.	£300	Timetable of inter school activities and differing sports provided within school has increased. ( see timetables and participation sheets)  Lesson observations indicate that 92% of lessons observed are good or better.	Build in management time for PE coordinator to meet with cluster colleagues and sports providers  Continue to fund PE specialists to deliver CPD to teaching staff and support staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide opportunities for all pupils to experience new sports and activities, leading to long term participation.		£700	Records showing increased numbers of pupils attending new opportunities, including pupils continuing to participate outside of school. School participation registers show that more pupils with SEND are taking part in sporting events arranged by school	Maintain links with specialist sports college special school. Introduce more teaching staff to alternate sports

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
More pupils being engaged in competitive sports across primary school phase	<p>Girls football league</p> <p>Local swimming, netball, hockey, rounders, hockey and gymnastics competitions</p> <p>Arranged school fixtures across Cheshire in hockey, netball and rounders</p> <p>Cross country races</p> <p>National athletics competition</p> <p>Transport to competitions</p>	<p>£2000</p> <p>Including supply cover for PE lead being off-site</p>	<p>Timetables and participation registers indicate a wider range of pupils taking part in a wider range of physical activity in competition in and nationally.</p>	<p>Competitions are run each year</p> <p>Next steps would be to increase number of fixtures.</p>