

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 **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"> -GOLD KITEMARK retained. -High achievement of the school in sport-a variety of trophies won in different competitions. Of special note being cross country. Following victory in the Stevenage Festival, year6 girls and also year 6 boys went on to become County champions, with two pupils being selected to run in the National Championships. -Selected staff have been upskilled in Games and Gym teaching -Continued access for all children to extra-curricular PE 	<ul style="list-style-type: none"> -Aim to fulfil the criteria for the PLATINUM KITEMARK, having achieved the required 4 consecutive years of GOLD. -Continue to maintain the variety of the curriculum and the quality of teaching and learning. Update the PE POLICY and the PE OVERVIEW and review the planning of each year group. -Replenish PE equipment where required -Improve extra-curricular opportunities for Key stage one. -seek out opportunities for add on 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.	81.4%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
Schoolscanchoosetouse 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: £19,580		Date Updated: June 2020	
<p>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</p>					Percentage of total allocation:
					%
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>-Know about the vital importance of leading healthy lifestyles as a contributor to overall well-being.</p> <p>-Be able to do a full, varied, enriched and engaging curriculum.</p> <p>-Learn and consolidate through practice, having opportunities to partake of a range of extra-curricular activities.</p>	<p>More outdoor play resources purchased, to maximise engagement opportunities in PE lessons and playtimes.</p> <p>As above.</p> <p>PE policy, overview and planning reviewed and re-written, with input from Premier Sports and Sporting Futures.</p> <p>This year Premier Sports have provided after school clubs in: Year2 gymnastics, year 3 multi-sports and athletics, year 4 multi-sports and athletics, year 5 fencing, year 5 boys football Stevenage Schools Football Association run three leagues for</p>		<p>Monies in red have not been spent due to Covid & lockdown</p> <p>£2,800</p> <p>Sporting Futures Annual Fee £4000</p> <p>Premier Sports: £8,653</p> <p>School football pitch re-marked periodically</p>	<p>More children physically active during lunchtimes, contributing to the minimum 30 minutes per day recommendation. Pupils able to readily fulfil aims and objectives outlined in plans for lessons.</p> <p>Full participation of all pupils in curricular PE (unless ill).</p> <p>An improvement in SAT results for KS 1 and KS 2. EYFS results also improved.</p> <p>Additional structured skill and fitness development.</p> <p>Opportunity for time spent on PE to be brought up to sixty minutes per day. Intra competition.</p>	<p>PE policy and overview updated ready for next academic year, aided by Premier Sports and Sporting Futures.</p> <p>Maintain these weekly clubs and research interests of pupils, in order to satisfy needs. Aim to also target disaffected children in each year group. Pathways to Holiday clubs are made available.</p>

<p>Know how to access pathways outside of school.</p>	<p>boys and three leagues for girls and other cup competitions with pathways to County events. Also twice yearly meetings and a presentation evening. Weekly boys and girls clubs to partake of this are run by school staff. Netball coach for year 5 and year 6 (on different days) provides weekly coaching. Sporting Futures run a netball league and tournaments, which we take part in. Sporting Futures organise a Stevenage Dance Festival. Year 2 pupils have taken part in a Spring term Dance club, to prepare for this, run by school staff.</p>	<p>£565 (Not spent)</p>	<p>Strong demand from pupils, including pupil premium</p> <p>Intra and Inter competition opportunities.</p> <p>Ongoing until halted by lockdown Boys football team currently unbeaten in league and cup. Girls football team offered opportunity to play in county tournament due to autumn term success.</p> <p>Now halted due to lockdown.</p> <p>Three boys now regularly representing the Stevenage District team. One boy has been scouted by a professional club.</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

Maintain whole school participation in a full, engaging curriculum	A range of PE equipment is made available during lunchtimes (daily), supervised by MSA's for whole school and timetabled.	£2,000	Enjoyment and engagement in lunch breaks. Absence of boredom, which leads to negative behaviour. Greater inclusion as staff are aware of need to target disaffected children.	Termly audit of PE equipment
	Annual Sports Day (various track and field markings required)		Intra competition for whole school in teams. Opportunity to exhibit school games values.	Maintain all necessary links and resources
	Premier Sports provide several taster sessions for whole school		Increased interest and enthusiasm from children who do not shine in the more traditional sports. Lost due to lockdown	Maintain links
	Annual sponsored walk (older children walk with younger)			
Introduce an activity which every class can partake of on a weekly basis, which is measurable, sustainable and beneficial to the well-being of all.	Golden Mile Programme is available to whole school (all staff familiar). Alternatively, classes can create comparable, measurable activities to promote heart rate.		Children are fitter and ready to renew focus after short exercise breaks. Children learn to compete with themselves. Also to see the wider benefit of exercise being good for their well-being.	Familiarity allows this to take place without outside input
	Sporting Futures on Tour, delivered for every class-termly		All children experience a targeted programme towards self-improvement in relation to PE skills	Maintain links
Celebration of sporting achievement	Sporting achievements are celebrated in weekly assemblies. End of year assembly has annual		Promoting sport as having high value	Children given opportunity to write sports reports.

<p>Whole school focus on the importance of well-being</p>	<p>sports awards Also through sports noticeboard in junior hall (which includes school games values) and Pupil Post.</p> <p>Year 2 follow Go 2 programme, weekly, established by Sporting Futures</p> <p>Well -being week (links with PSHE). A range of related activities</p> <p>Notably, KS 2 classes have opportunity to pair up with KS 1 classes for older children to lead in PE activities</p> <p>Year 6 pupils will deliver PE activities to younger children at lunchtimes during the course of the year. (they will also assist as young leaders at the infant and Nursery sports). Numerous ideas for keeping active at home placed via school website, courtesy of Sporting Futures</p>		<p>As all above</p> <p>Children recognise the meaning and importance of well-being, in relation to their personal development: physical and emotional, self-esteem, resilience, lowering anxiety. All year 5 will have the responsibility of being young leaders during well-being week</p> <p>Children are given varied online opportunities to stay active during the period of LOCKDOWN</p>	<p>Maintain links</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	
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>CPD training for selected members of staff.</p> <p>CPD training on well-being has been utilised by staff (delivered in previous years by Premier Sports)</p> <p>PE Co-ordinator to attend Sports partnership meetings</p>	<p>Premier Sport specialist coaches deliver curriculum teaching and upskilling alongside class teachers for year 5 and year 6 for games and gym</p> <p>Gaelic football coach to deliver Gaelic football coaching alongside year 5 teachers in summer term.</p> <p>Cricket coach to deliver cricket coaching to year 4 pupils, alongside year 4 teachers (as part of sporting futures membership). Also for year 5 teachers.</p> <p>FITKIDZ coach to deliver circuit training to year 3 pupils, while year 3 teachers are in attendance</p> <p>Relevant information, opportunities disseminated to staff</p> <p>Inset training opportunities from sporting futures made available to staff.</p>	<p>Cost of coach to festival £410 (Not spent)</p>	<p>Staff are competent and confident to deliver high quality PE</p> <p>Good practice is shared and feedback received</p> <p>34 children to attend the Annual Festival (lost through lockdown)</p> <p>Children gain the benefit of different teaching styles.</p> <p>Groups of children from year 4 and 5 to attend the Rapid fire cricket competitions to experience inter competition</p> <p>Year 3 children have greater awareness of fitness training techniques and how to set personal goals.</p>	<p>Sustainability and suggested next steps:</p> <p>Audit staff needs</p> <p>Well-being teaching is taught by all staff as part of PSHE programme</p> <p>Knowledge gained can be passed on to other teachers as and when required</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
This year's year 5 are introduced to a Gaelic football programme of lessons in the summer term	Teachers work alongside Gaelic Football coach (Lost in lockdown)	Cost of coach	Sixty children experience a new sport with transferable skills and intra competition (Lockdown loss) Three teams (34 pupils) will attend the annual tournament and experience Inter competition	Establish further links with other schools, in order to play more matches Ongoing and links to out of school opportunities made available
Both year 2 classes attend Mini Olympics in order to sample a whole range of sports	Attend morning session (run by Sporting Futures)	SPFUT and cost of a coach to transport	Sixty pupils become confident to try new activities and have more opportunity to succeed and enjoy PE	As above
Both year 3 classes attend Mini Olympics in order to sample a whole range of sports	As above	As above	As above Sixty pupils	Opportunity to introduce for next year's year 3
Both year 3 classes experience a seven week programme of fitness/circuit training	Outside deliverer brought in			
OAA activities (year 5)	Boating, Climbing and High Ropes Activities at Fairlands Valley Outdoor Centre (lost in lockdown)	£1152 (not spent)	Sixty children introduced to new methods of keeping fit and how to set personal targets Sixty pupils introduced to three new activities with signposts to develop out of school if required (lost in lockdown)	Maintain links in order to continue for next year's year 5 group
OAA activities for year 6	Annual Residential Activity week	Cost by school	Sixty children experience a wide range of new OAA activities and an away from home experience for independence	Maintain links and book with Liddington next year. Presentation to current year 5 parents
Rapid Fire cricket introduced to years 4 and year 5 pupils	Outside deliverer, linked to sporting Futures	Some school cost-coach, help with funding?	120 children introduced to a new activity	Maintain links In curriculum time
Handball introduced to year 5 pupils	Teacher led	SP. Futures		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Attend Premier Sports Festivals where possible Attend Sporting Futures Festivals wherever possible: Cross Country Festival	Follow a skills programme in PE time in order to prepare for participation in these In Fairlands Valley Park Verulamium Park, St Albans	SP. Futures	Greater participation of pupils in Inter School competition and pride in representing the school. Inter School competition makes PE even more purposeful for the children. 24 children, in total, from years 5 and 6 took part with great success, winning a number of medals. Year 6 girls took first place as a team, with an individual 1 st place for one pupil Year 6 boys took 1 st place with an individual 3 rd place medal for one pupil Year 5 girls took second place, with an individual 2 nd place for one pupil. This led to these three teams entering the County Festival in St Albans. Year 6 girls took 1 st place with one pupil finishing runner-up and thereby being selected to run in the National championships. Year 6 boys took first place, with one boy finishing tenth and	Maintain interest and aim to enter different festivals in line with the children's propensities

Basketball Festival 5/6	Shephall Leisure Centre		thereby being selected to run in the National championships The team were unbeaten and won the final after extra time. Now selected to represent Stevenage in the County Festival. Two pupils to attend County trials.	
Indoor Athletics Festival 5/6	Shephall Leisure Centre		22 children took part, experiencing INTER competition. Girls achieved 3 rd place medals and boys finished 4 th out of 20 schools	
Outdoor Athletics Festival 4and 6	Ridlins Athletics Centre		Year 4 and year 6 children (c. 30) To take part Lost due to Lockdown	
Girls Cricket Festival yr5/6 Boys Cricket Festival 5/6	Stevenage cricket club As above		Lost due to lockdown Lot due to lockdown	
Quicksticks Festival 5/6 Rounders Festival 5/6 Bell Boat and Dragon Boat Festivals 4and 5	Round Diamond Fairlands Lakes		Lost due to lockdown Lost due to lockdown Lost due to lockdown	
Sporting Futures on Tour ALL	Delivered by provider in PE curriculum time for every class in the school, over 2terms		One term managed. Every child in the school experiences Inter competition (VIRTUAL)	ongoing

Signed off by: Subject Leader: Mr R Jennings	
Head Teacher:	Mr Jon White
Date:	September 2020