

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by



Department for Education

Created by





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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Successful instillation and implementation of basketball posts, including basketball week provided by Plymouth Raiders- staff inset by Raiders and basketball club provided by SDCC • Change for Life Club- children targeted and PE TA providing lunchtime sessions • School games award no happening this year due to COVID- using criteria, Montpelier would have achieved Platinum • Premier league reading stars aimed at targeted children • Extra-curricular club provision, including new for this year field gun club 	<ul style="list-style-type: none"> • KS1 relaunch of 'Leap into Life' with new equipment and staff CPD. • Swimming top up unable to be made due to COVID-19 . Re-establish this next year, using sport premium budget • Improve outdoor spaces for curriculum and break times • Discuss the need for a PE scheme of work for KS2 through discussions with staff needs, and advice from PSSP and other PE coordinators • Gymnastics CPD/ outside coaches in

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.	74%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%

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 (because of COVID-19)
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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.


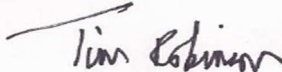
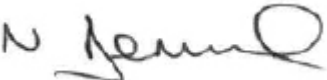
Academic Year: 2019/20		Total fund allocated: £21,800		Date Updated:16-07-20	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 15 %
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:	
Plymouth School Sports Partnership (£3500 total subscription)	Borrowing of equipment , such frisbie golf, change for life bags and new-age kurling	£700	A wider range of opportunity	Play leaders (Y5 this year) help train the next group	
PE Teaching Assistant salary Contribution	Support teachers with PE lessons and organise and coordinate breakfast club, lunchtime, change for life and after-school activities	£1400	Range of clubs offered. Platinum school Games mark achieved.	Now trained, to carry out own 'Sports Leaders' training, along with present Sports Leaders in Y5.	
Plymouth Argyle After-school Football clubs –	To get more girls involved with school sport, especially traditionally male-dominated sports	£1000 paid by the school (the other half by parental contribution)	60+ children attended clubs (6 hours per block) 50% girls.	Begin with year 1 and 2 girls, when after school clubs can recommence, as they were missed due to COVID-19 in the summer term.	
Portable Pa system	As indoor PE is not allowed due to COVID-19, portable PE system has been purchased to allow Dance and keep fit activities, as well as wake and shake and lunchtime dance	£200	To allow quality first teaching to continue in a socially distanced setting..	Lunchtime dance club to design wake and shake routines to teach to other children	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:

				39 %
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:
Plymouth School Sports Partnership (£3500 total subscription)	Borrow/ loan Equipment from PSSP	£700	New age kurling; frisbie golf; rowing machine; athletics equipment	Look through PSSP inventory to borrow more:Active 30:30 bag; indoor archery
Premier League Primary Reading Stars (provided by Plymouth Argyle)	To boost underachieving (largely) boys' reading levels	£1000	50% of children within the programme showed accelerated learning	Diminishing returns- look to re=invest elsewhere
PE Teaching Assistant salary Contribution	Increased participation in sporting events/ change for Life	£1400	Creating change for Life lunchtime clubs and entering change 4 life festivals	Child survey to see what clubs the children might want:
Plymouth Raiders basketball 3 days	Launch the newly acquired posts	£400	All children y2-y6 experienced basketball	Teacher survey for club Establish correct ball sizes
School PE equipment top up	Audit and staff request/ questionnaire	£2000	In particular, KS1 leap into life correctly equipped	Book 'Hoops for Health' Stock check in autumn to see other areas of deficiency.
2 storage containers + feet	To allow better access for increased PE equipment stock. Equipment closer to places of use	£3080	Play and PE equipment securely and safely stored with easy access.	Survey staff accordingly Inquire about shelving and hooks to maximise potential

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15 %
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:
Plymouth School Sports Partnership (£3500 total subscription)	To develop KS1 and Foundation teaching confidence. Staff member from PSSP to team-teach.	£700	PSSP teacher has provided termly blocks of 6 lessons to KS1, Foundation and LKS2- gym, multiskills, games and fundamentals	Use staff CPD to place PSSP with relevant staff, year group and PE curriculum area.
Premier League Primary Reading Stars (provided by Plymouth Argyle)	Teachers completed Staff CPD questionnaire – Argyle coaches allocated to appropriate year groups and teachers	£1000	Term 1- y6; term2 y2, term 3 y1; term 4; y3	Looking for different providers for gym CPD and outdoor ed. Staff CPD survey and lesson observation to dictate future CPD individual and staff inset.
PE Teaching Assistant salary Contribution	From Staff PE CPD questionnaire, teacher to team teach and observe good practice	£1400	PE TA available 3 afternoons a week to help with teaching PE Taken part in dance CPD	To continue team teaching opportunity PE TA and coordinator to continue to look for CPD opportunity through outside providers,
Purchase 'Leap into Life' scheme	Replace old worn out scheme booklet	£50	Revitalise PE in KS1	Staff survey CPD and lesson observation to dictate CPD opportunity
Y5 'Greek dance' planning	Linked to Y5 Ancient Greece to broaden and enrich dance curriculum	£30	96 children participated in the 6 week block, showcasing to each other's classes.	Other year groups to decide on similar topic dances

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20 %
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:
Plymouth School Sports Partnership (£3500 total subscription)	Attend a wide range of activities across the PE strands- dance, gym, games, athletics and OAA.	£700	More than 20 PSSP cluster events attended across all Key stages and PE strands Dance club provided by PSSP	Intention to continue PSSP subscription. Look to borrow more equipment-
Field Gun purchase	Local volunteers to help	£800	Club of 20 children	Look for competitions
PE Teaching Assistant salary Contribution	To organise, prepare , select, transport and coach teams/ individuals at sporting events	£1400	PE TA provides a range of lunchtime clubs to engage children- such as boccia	Use child survey to find what children wish to participate. TA to help Mealttime assistants
1 storage container + feet	To hold field gun equipment securely and safely, nearer to place of use	£1540	Field gun club established. Hall less cluttered	Shelving and hooks to maximise space

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
Plymouth School Sports Partnership (£3500 total subscription)	All key stages, A and B teams and 'inclusive competitions (C teams)	£700	School attended 27 PSSP partnership events, including 5 'inclusive events'	Plan out year-long competition schedule-all years, boys, girls, inclusive, change 4 life
PE Teaching Assistant salary Contribution	To organise, prepare , select, transport and coach teams/ individuals at sporting events	£1400	Platinum award for School Games Mark achieved- A, B, C and Inclusive teams	Look for new activities to enter to broaden experiences Ensure mix of all year groups, boys and girls, A &B teams
Plymouth Schools' Football Association/ Plymouth Argyle subscription	To attend and participate in boys and girls football events	£50	Participated in Boys and Girls events KS1, Y3/4, 5/6 and girls	Continued push for girls football
Spring 'Virtual challenge' Level 0 competition	18 classes attempting virtual competition 2 sets of medals per class	£250	National winners for Y2, podium y5 and Y1 Nearly 600 children competed.	Include virtual challenge weekly on the school newsletter (The Beacon) to build up for the event

Signed off by	
Head Teacher:	
Date:	16.7.20
Subject Leader:	
Date:	16-07-20
Governor:	
Date:	21-07-20