

# 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](http://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><b>Key Achievements</b></p> <ul style="list-style-type: none"> <li>• 52% of our KS2 children have represented their school in an inter-school sporting competition. 55% of KS2 girls represented school.</li> <li>• 136 of the school pupils have attended a sporting extra- curricular school club</li> <li>• We have offered 2 new sporting clubs this year – girls’ football and netball</li> <li>• The Gold Active School Sports Mark has been retained for another year (5<sup>th</sup> year in a row)</li> <li>• Providing CPD on the delivery of dance has improved staff confidence and has had a positive impact on the children’s learning and the outcome of what they have produced in PE lessons.</li> <li>• Providing Reception and Key Worker pupils with the opportunity to develop their confidence in riding a bicycle or using a balance bike to develop the skills.</li> </ul> <p><b>Competition successes</b></p> <p><u>Cross Country</u></p> <p>North Bradford Champions - Year 3 boys &amp; girls, Year 4 boys &amp; girls &amp; Y6 girls</p> <p>Bradford Finals – 1 Y3 girl and 1 Year 6 girl – 3<sup>rd</sup> place</p> <p>West Yorkshire Finals – participated</p> <p><u>Athletics Team</u></p> <p>North Bradford Champions, Whole of Bradford Finals – 4<sup>th</sup> place</p> <p><u>Basketball</u></p> <p>North Bradford Champions U11s mixed team</p> <p>North Bradford - Girls U11s 4<sup>th</sup> place</p> <p><u>Hockey</u></p> <p>North Bradford Champions - U11s</p> <p>Bingley Schools Swimming Gala qualifying for the Bradford finals – 4<sup>th</sup></p> <p><b>Other competitions</b></p> <p>Cross Country Sports UK sponsored event - Y4 boy and Y4 girl -1<sup>st</sup> place</p>	<ul style="list-style-type: none"> <li>• Increase the % of pupils who take part in inter-school activities</li> <li>• Arrange a pupil survey to ascertain what new clubs pupils would like to introduce in school next year</li> <li>• Increase the % of girls representing school in inter-school sports competitions</li> <li>• Provide staff with opportunities to observe outstanding PE lessons in school</li> <li>• Provide new staff with gym, dance and cricket training</li> <li>• To ensure progress in PE skills across school</li> <li>• To increase the number of sporting heroes who visit school</li> <li>• Young leaders to continue to lead games, but lead a greater variety activities at both break times and lunchtimes to include a range of Team Building activities -ensure that all children access these activities</li> <li>• To increase the percentage of our current Year 4 children who can swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• To increase the percentage of our current Year 4 who can perform safe self-rescue in different water-based situations and use a range of strokes effectively.</li> <li>• Promote walking, scooting and cycling to school rather than using the bus or getting a lift</li> <li>• To continue with the annual Healthy Schools Week</li> <li>• To continue to use the links with Becycling to encourage all pupils to use bikes outside of school</li> <li>• To further increase the opportunities for active learning across the school.</li> </ul>

Panathlon Challenge – SEND Bradford Schools Games - 4 <sup>th</sup> place Netball & Hockey inter-school matches with Bradford Grammar School Football & Basketball – inter-school matches with Wellington Primary Swimming Gala – inter-school competition with Bradford Grammar Athletics & Cross Country with Year 7 pupils at Hanson Secondary School	
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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? <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.	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
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?	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: £19600	Date Updated: 14.07.2020	
<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:
				31.8%
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:
Provide as many opportunities as possible for children to engage in physical activity in school.	In Key Stages 1 and 2 we rota the use of a dedicated sports area at break times and lunchtimes to ensure that a greater range of pupils participate in physical activity. Activities are led by an adult Sports Leader. At break times children from Year 1 to 6 are able to take part in a range of different games such as multi-skills, dodgeball, bull-tag, cricket, football, basketball and running races. Furthermore, children from Year 2 to 6 are all timetabled to have an extra 30 minutes of physical activity, once a week during lunchtimes. Years 2 and 3 play fun, active games	£4332	There has been a positive impact in the number of children engaging in physical activity out of school. Children are more aware of how 60 minutes (30 minutes in school and 30 minutes out of school) physical activity daily can benefit you psychologically and physiologically. Children's hand-eye coordination and ball skills improve. Confidence and ability to work as a team similarly improved. There has been a positive impact on the number of children engaging in physical activity out of school.	Expand role of Young Leaders using the Team Building resources. Potentially introduce more 'active lessons'. Increase hours of Sports Leader to lead additional physical activity with pupils each day.

	<p>working on their hand-eye coordination and ball skills. Years 4,5 and 6 play a range of different sports such as athletics, basketball, tennis, badminton, netball, football and cricket.</p> <p>Sports Coach leads additional physical activity for 15 minutes per day for UKS2 children linked to maths.</p> <p>Additional external provider (Little Sports Coaching) to provide opportunities for physical activity during lunchtimes for Years 1 to Year 6.</p>	<p>£542</p> <p>£1365</p>		
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Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7.8%
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:
During the weekly achievement assemblies and on Social Media, continue to celebrate sporting achievements and results. This will ensure that the whole school is aware of the importance of PE and Sport and to encourage all children to aspire to being involved in sports.	Contribution to Healthy Schools Week where all pupils from N to Year 6 get the opportunity to experience a wide range of sports and 'healthy living activities' (unable to take place due to Covid-19).	£1500 deferred	All children identify with success and aspire to be a sporting hero. All children understand the importance of having: a growth mindset, a positive work ethic, dealing with failure, overcoming barriers and the sacrifices athletes make to become an elite level athlete.	Look to embed PE in more areas of the curriculum through innovative approach based on training received – eg Active Maths.
Continue to celebrate teamwork, good sportsmanship, resilience and determination as well as the outcome of the game/achievement.	Sporting teams to be photographed and displayed around school.	£0	Children have the opportunity to engage in a range of sporting activities which they will not have encountered before. This will ignite their passion for PE, impacting positively upon their engagement in PE lessons.	All staff to continue to be fully aware of PESSPA training opportunities and website. Quality resources will improve teaching and raise the profile of P.E in school and enhance positive participation/enjoyment in P.E.
Children are enthusiastic about sharing their achievements in front of the school, which gives them recognition of their achievements on a wider scale and builds their confidence and sense of self.	Continue with school sportsperson of the year.	£30	Children understand the importance of exercise, physical activity, sport and healthy eating and the positive impact this has both psychologically and physiologically.	Survey children to ascertain which sports personalities the pupils relate to and invite them into school/ have assemblies focusing on them if this isn't possible.
Continue appointing Playground Sports Leaders to create a role that is aspirational to other children in school.		£0		Develop contacts with other professional athletes and invite them into school.

Individuals to demonstrate their skills in front of others – gymnastics, football, dance etc.		£0	Photograph this year's teams and to continue to build the profile of sport in school.	Photograph next year's teams to continue to build the profile of sport in school.
Meet with Playground Leaders regularly. Encourage to take leadership role at playtime – share ideas and tips. Children take responsibility for running an activity, gathering, setting and clearing equipment.		£0		Children aspire to be sportsperson of the year.
Introduce Role models – sporting personalities so pupils can identify with success and aspire to be a local sporting hero – eg ex-professional footballer speaking to children.	School welcomed ex-footballer to talk about life in football to raise aspirations of pupils. This was part of a fundraising event with Bradford Community Foundation (football).	£0		



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16.8%
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:
Develop PE leader's skills in the monitoring of dance – this will ensure sustained improvements in the quality of teaching.	Specialist dance (and gym) coach to work alongside PE leader observing dance lessons (at the same time as training on delivery given to staff - see action below).	£500	PE leader will have more confidence in observing and providing constructive feedback following dance lessons – this in turn improves teaching and outcomes for children.	Consultant to work with teachers new to Low Ash/ new to delivering PE to ensure consistency in the delivery of these aspects of the PE curriculum.
Develop Key Stage 2 staff skills in delivering dance- this will lead to improved outcomes for pupils in these areas of PE.	Training for new members of KS2 staff in dance. Specialist coach to provide 5 x half day sessions to staff focusing on dance delivery in KS2.	(linked to action above - £500 total cost for both actions)		PE leader to film some 'model' PE lessons showing the correct sequence of learning
Develop staff skills in the delivery of cricket coaching – this will lead to improved outcomes for pupils.	Yorkshire Cricket Board coaching to provide coaching to pupils in Years 5 alongside staff from Low Ash Primary School. Staff will be upskilled through observing the professional delivery.	£63.00	Exposing teachers to the delivery of outstanding PE lessons as well as sharing drills and exercises has improved staff's confidence and has had a positive impact on the children's learning and the outcome of what they have produced.	
Trained youth sports leaders to lead games at breaktimes and lunchtimes. Others aspire to be young leaders. Young leaders gain confidence in delivering sessions to others.	Sports leaders (Y5/6 children) to lead a range of team-building games for both children in Key Stage 1 and Key Stage 2 at lunchtime 3 x per week.	£2725		

	Team-building games CPD for staff. Team-building resources for staff and pupils to use at breaktimes, lunchtimes and other timetabled lessons.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				6.8%
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:
Additional achievements: Continue to offer a wide range of activities both within and outside the curriculum in order to increase the number of pupils involved.  Particular focus on those pupils who do not take up additional PE and Sport opportunities.	Established & subsidised a girls’ football club	£117	The number of pupils taking part in extra- curricular sporting activities will increase due to the additional clubs on offer.  26 pupils took part in girls’ football club	Arrange a pupil survey to ascertain what new clubs pupils would like to introduce in school next year. Potential additional extra-curricular clubs to be introduced: -table tennis club -kickboxing -street dance
	Establish a girls’ netball club	£0	21 pupils took part in the girls’ netball club	
	Subsidise the employment of a specialist gym coach to lead club for pupils in KS1 with a member of staff	£1209	20 pupils took part in the gym club	
	Broaden children’s experience of different types of dance	Northern Ballet delivered workshops to Year 1 and Year 5	£0	120 pupils took part in the workshops

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				36.8%
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:
Engage more children in inter-school sports teams.	Continue to fund the 1 x school minibus and lease 1 x school minibus in order that Low Ash can transport additional teams to sporting events.	£2335	52% of Key Stage 2 children (125) have been selected to represent Low Ash in a sporting event.	To introduce additional competitive sports identified through pupil voice survey in order to engage a greater number of pupils (especially girls).
A greater number of pupils to have access to professional off-site facilities/training.	Employ a Sports Coach and another member of staff to lead additional coaching sessions for school teams in the run up to competitions and lead them in the competition including the use of Secondary school facilities.	£4884	28 separate sporting teams (11 additional ones this year) have been fielded at a range of sporting events.	
A greater number of pupils to have opportunities to take part in inter-school competitions and after school sports clubs.	Employ Sports Coach and another member of staff to lead sporting teams at a variety of events throughout the year and lead after school sports clubs.		53 individual cross country participants have represented school.	

Signed off by	
Headteacher:	Fiona Meer
Date:	16.07.2020
Subject Leader:	Sarah Broadbent
Date:	16.07.2020
Governor:	Sarah Allport
Date:	16.07.2020