



# 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  
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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. We recommend regularly updating the table and publishing it on your website 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: Key Priorities
<p>Early years teachers have received training on fundamental movement skills and have included lots of opportunities to practice these throughout the year. This has seen an improvement in standards going into year 1.</p> <p>The utilisation of Target Tracker has made it easier to monitor the progress and attainment across all year groups, including groups such as PP/FSM, EAL etc.</p> <p>From this data, children have been targeted through intervention groups run at lunchtimes and targeted through after school clubs like multi skills.</p> <p>Activities encouraging physical activity during breakfast club have increased the time in which children are active throughout the day and has seen an improvement of children's mindset towards physical activity.</p>	<p>There will also be a push on the teaching of health and well-being through P.E. and other subjects in class.</p> <p>New and existing staff to become more confident when teaching P.E. through CPD and working alongside SSP.</p> <p>Target tracker will continue to be used as a tool for assessment. A.Douglas will analyse data for P.E. every half term and suggest actions to improve standards of P.E.in certain groups of children who may not be progressing as expected.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%

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
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\*Schools may wish to provide this information in April, just before the publication deadline.

## Action Plan and Budget Tracking

Capture your intended annual spend against the below 6 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: £27,999.12 School to top up additional amount	Date Updated: 30/06/20	
Key indicator 1: 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: 9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To engage children in regular physical activity, increase their confidence in attending sports clubs.	Change for Life Club held every week for least active children. A member of staff to run a Change for Life club after school one night a week. Choose least active children from year 2/3.  To take registers of all clubs to identify which children are not attending clubs and target them with sports clubs deemed to be less active.	£140.00	Change for life club ran regularly and registers were kept to show which children were engaging. All children were offered a place at, at least one club throughout the year. Up until March, 70% of year 2 and 77% of year 3 had attended a change for life club. Children surveys were taken so children could identify which sports clubs they would like to participate in.	Continue to offer change for life clubs to engage less active children. Take another survey at the start of next year to determine children's sporting interests and look into offering these specific clubs. Continue to take club registers and monitor which children are engaging.
To increase health and wellbeing in all children. Working towards 60 minutes physical activity daily.	Intervention groups to run during Friday lunchtimes by BFC to target less active children. Groups to be run by Burnley Leisure Trust.	Part of BFC package included later	Sports activities run during Friday lunch times by BFC coach to keep children active and improve skills. Also improved behaviour at lunch times.	Continue to run sports activities but to be led by play leaders.
Children see the benefits of a healthy lifestyle and the effect it has upon taking part in sport.	To employ/deploy welfare staff effectively in physical activity during lunchtime	£1881.00	Staff running extra activities during lunch times including football, throwing and catching games. Kept children engaged and active during lunch. Children attending breakfast	Continue to have these activities running next year.

<p>Enhance the health and wellbeing of specific groups of children where need is identified.</p>	<p>Breakfast club before school to implement physical activity- CW/LW to lead.</p> <p>Analyse data to target children who are not progressing at age related expectations.</p> <p>Use of cyber coach smart as an alternative activity in the classroom as 'wake up and shake up' for breakfast clubs and as children arrive into school in the morning.</p> <p>Spare sports kits to be purchased to ensure all children can access regular physical activity.</p>	<p>Target Tracker</p> <p>£315.00</p> <p>£250.00</p>	<p>club were physically active each week and improved their fundamental skills with a range of activities.</p> <p>P.E. data analysed for children's attainment and progress and shared with class teachers. Suggestions made by P.E. lead to improve children's progress.</p> <p>Cyber coach used either in the mornings or during afternoon breaks to boost children's time being active. Walkthroughs used to monitor when being used.</p> <p>Spare P.E. kits used to enable all children to access P.E. when they have forgotten their kit. Meaning children miss fewer P.E. lessons.</p>	<p>Continue to implement physical activity during breakfast club.</p> <p>Continue to monitor progress and give suggestions on how to help children improve further.</p> <p>Continue to use and monitor.</p> <p>Continue to provide P.E. kit for children who have forgotten their own to ensure all children access P.E.</p>
<p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>8%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

Promote positive attitudes towards PE through increased levels of engagement with staff.	Apply for Quality Mark through YST membership. Work towards achieving Gold School Games Mark.	No fee	Unable to complete application due to school closure.	Apply for Quality Mark through YST membership. Work towards achieving Gold School Games Mark next year.
	Staff to link lessons to P.E. and teach theoretical aspects of P.E. in class through PSHCE and science lessons.	500.00	Theoretical aspects taught through science and P.E. so children have a greater understanding of physical and mental health. Evidenced through folder inspections and assessments on target tracker.	Continue to teach and monitor theoretical aspects of P.E.
	Purchase PE kit for new members of staff to promote and maintain positive attitudes towards PE	£1519.00	P.E. kit purchased for staff members to promote P.E. throughout school.	Continue to use school P.E. kit when teaching P.E. and purchase kit for any new members of staff.
Use of Playground Leaders to deliver activities at lunch time as a means of engaging children in regular physical activity.	Training for new play leaders.	Through SSP- no fee required	Training for play leaders not completed due to school closure. Members of staff used to lead lunch time activities.	Provide training for play leaders at the beginning of next year.
	Audit of lunchtime provision. Additional lunchtime resources bought to engage children at lunchtime.	£250.00	Lunchtime resources used to engage children in physical activity during lunch times.	Audit lunch time provision again and purchase any new equipment needed.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Teachers to have access to CPD in specific areas of the PE curriculum so that they feel confident enough to deliver high quality PE and sport during and after school.	Burnley coach to come in and lead P.E. with class teacher to help upskill staff.  Ask SSP for some training for individual staff.  Team teaching opportunities for teachers across school to gain more experience of teaching P.E.	£3000.00  Through SSP- no fee required  Through SSP- no fee required	Teachers team teaching with trained coaches to support teachers with ideas and lesson structure. Teachers feel more confident when delivering certain aspects of the P.E. curriculum. Market Place with member of SSP which enabled teachers to discuss delivery of P.E. and seek advice on any strands that they felt less confident on.	Staff questionnaire to check staff confidence for teaching the curriculum. Look for CPD opportunities to help with staff confidence. Continue to monitor standard of teaching and offer team teaching opportunities.
Ensure good quality P.E. equipment is available to teachers when delivering lessons.	Audit sports equipment. Purchase new equipment.	£500.00	P.E. cupboard organised and new equipment required identified to help with differentiation and ensure children's progress.	Continue to assess sports equipment and order new equipment when required.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Offer reception children the opportunity to learn to ride using balance bikes.	Nichola Blezard from Pennine Active to run balance bike sessions.	Through SSP- no fee required	Tots on tires sessions accessed by children in EYFS with the children greatly improving their balance over the week as evidenced on seesaw.	Book tots on tires again next year and purchase balance bikes to be used in EYFS yard.
Offer an after-school dance based club with a view to entering a competition.	Coach to deliver the club with a member of school staff.	£950.00	Dance program purchased to engage more children in after school club. Included dance scheme with music to help improve teaching of dance in school. Children were due to enter a competition but it was	Continue to use dance program and run an afterschool dance club for at least one half term. Enter dance competition next year.



Offer an after-school tennis club with a view to entering a competition.	Coach to deliver club with a member of staff.	£250.00	cancelled due to school closures.	
Offer Children in KS2 a bike ability course.	Coach to deliver bike ability to children in year 5.	Through SSP- no fee required	Not booked due to school closure.	Look to book coach and deliver tennis club next year.
Offer children an after-school athletics club.	Coach to deliver the club with a member of staff.	£139.32	Bike ability booked but cancelled due to school closure.	Book again next year.
Provide Y6 children with the opportunity to attend a residential - link to outdoor adventurous programme.	Coach booked but cancelled due to school closure.			Offer athletics club next year. Teach athletic skills at the start of next year to make up for learning missed.
Offer after school gymnastics club	Year 6 to attend a residential. Whilst there, children will experience a range of activities such as: climbing, raft building, archery, problem solving and orienteering. Participation in these activities will make links with the skills within the National and also give them access to a broad range of activities.	£1560.00	Residential booked but cancelled due to school closure.	Offer residential to year 6 pupils next year.
	Coach to come in and deliver after school club with a teacher. Offering an opportunity for children who don't like competitive team sports.	£950.00	Gymnastics coach booked during school time to work with year 4 teacher. This helped teacher to become more confident when delivering gymnastics themselves.	Offer after school gymnastics club next year to be led by qualified coach.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				33%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>To enter a range of competitions during the school year. Involve at least 50% of KS2 children.</p>	<p>Transport costs to run minibus-petrol.</p> <p>Sustain competition entries through SSP competition calendar.</p> <p>Attend SEND festivals.</p> <p>Attend Change for life competitions.</p> <p>Communicate with cluster to organise competitive events with schools in the local area.</p> <p>Secure Sports TA</p>	<p>£500.00</p> <p>Through SSP- no fee required</p> <p>£9110.00</p>	<p>Continued to attend sporting inter school competitions including SEND festivals and change for life competitions. It enabled children who cannot attend afterschool clubs to take part in extra sport during school time.</p>	<p>.Look to enter more competitions next year and make sure more children get the opportunity to take part.</p> <p>Due to school closure did not go ahead with</p>
<p><b>Key indicator 6: Improved collaboration and growth of local networks including local partners and external agencies</b></p>				<p>Percentage of total allocation:</p> <p>16%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Buy into local SSP to ensure continuity and growth of local infrastructure. Universal offer for pupils and coordinated support package.</p>	<p>Keep in contact with Helen Tyson regarding upcoming events and competitions. Liaise with other schools to improve communication.</p>	<p>£4380.00</p>	<p>Children attended competitions through the ssp this year. The links with the SSP have also allowed us to organise coaching sessions to help the children and staff feel more confident with sport.</p>	<p>Continue to work with the SSP</p>
<p><b>Key indicator 7: Swimming attainment</b></p>				<p>Percentage of total allocation</p> <p>6%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>Early experience of swimming prior to it being taught in Y4/5 to overcome fear of water later on.</p>	<p>Additional Top up swimming lessons to be booked with leisure centre for year 3.</p>	<p>£1804.00</p>	<p>Year 4 and 5 attended swimming sessions and made good progress from previous years. Swimming sessions for year 3 were booked for the summer term but were cancelled due to school closure.</p>	<p>Book additional sessions for year 3 again next year.</p>
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