

# 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).

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.

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.



## PE and Sport Premium Funding 2019-20

The Government is providing funding to improve physical education (PE) and sport in primary schools since 2013. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

### Funding Allocation (Sept 2019- August 2020)

Pupils on roll aged in Year 1-6 as record on the annual school census (£16000 + £10 per pupil) School have received £16390 for the academic year 2019- 20.

Objectives	Actions	Funding allocation	Success criteria	Impact
Swimming	<ul style="list-style-type: none"> <li>Swimming that fulfils NC requirements.</li> <li>Children develop water safety skills and can swim 10m unaided by year 6.</li> <li>Develop self- care skills.</li> <li>Behaviour strategy (star of week)</li> </ul>		<p>All children will understand water safety. Be able to pre and post prepare themselves for the activity (inc showering) within 5 minutes.</p> <ul style="list-style-type: none"> <li>All KS2 pupils to receive half a term of swimming sessions tailored to meet their needs</li> </ul>	<p>55% of children left key stage able to swim 10m  <b>Percentage of swimmers achieving 25M dropped because some classes were unable to access.</b></p> <p>All children are confident in the water and understand how to keep safe in the water.</p> <p>Pupils have increased the distance they can swim in a recognisable stroke.            Provided great motivation for children to achieve their behaviour targets. As a high percentage of children choose swimming as their reward.</p>

<p><b>Street Dance</b></p>	<ul style="list-style-type: none"> <li>• New Dance teacher to deliver high quality dance lessons that link to the curriculum. A different style from different cultures, including British dances.</li> <li>• Help develop gross motor skills</li> <li>• Update the gym to help children be more self-aware and evaluate</li> </ul>		<p>Children to confidently perform their dances to a wider audience including: different year groups, parents and other school e.g. end of year performances.</p> <p>Children will be able to be more self-aware and be able to evaluate their performance.</p> <p>Develop greater aesthetic approach to dance.</p>	<p>Children were able to show more creative and expressive ways to perform</p> <p>Most were able to relate to their own experiences to music and dance</p> <p>Improve their confidence.</p> <p>Add to their weekly 2 hour physical activity time to improve their health and fitness</p>
<p><b>Provisional idea to develop area in playground.</b></p>	<ul style="list-style-type: none"> <li>• To meet the diverse needs of our children during play.</li> <li>• Opportunities for cross-curricular experiential learning.</li> </ul>		<p>Children will see an improvement in their health &amp; fitness</p> <p>Run an INSET for KS1 on their confidence in delivering activities during breaks.</p>	<p>Equipment brought to enhance children's experience through playground activities, PE lessons and school events.</p> <p>Increased participation in playground and in PE.</p>
<p><b>Bike riding</b></p>	<p>Continue with a "Bike Project" to improve gross motor skills and increase levels of fitness. Sustain activities outside the school table.</p>		<p>To improve gross motor skills, to increase fitness levels, to increase confidence so eventually children will be encouraged to ride outside of the school.</p> <p>Develop road safety skills.</p> <p>Develop wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?</p>	<p>12 children achieved a level 3 bike-ability award and showed they have the skills to ride their bike safely on roads.</p> <p>Children, up to 70%, were more confident to ride bikes</p> <p>Parents reported that their children were more enthusiastic during weekends and holidays, to ride in their local parks, most reported this during lockdown.</p>
<p><b>Bounce therapy / trampolining</b></p>	<p>Continue to deliver bounce therapy sessions for those who have been identified for OT</p>		<p>Monitor development on classroom monitor.</p>	<p>Continues to be a popular choice as a behaviour reward.</p>

	Used as a strategy for maintaining behaviour And to support the curriculum			Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school. - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. Evidence includes - Curriculum map, Inclusive health check, Registers of participation. Curriculum PE lessons	Children were able to perform more extensive and creative routines. Successful created programmes that was linked with OT and speech and language. School staff better equipped/more confident to teach PE in school. Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?
Sports Equipment  Low scooters, spinners and ropes	<ul style="list-style-type: none"> <li>• Purchase quality assured resources to support teachers and support staff.</li> </ul> <p>Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p>			Develop school club local links. Ensure pupils get opportunity to take part in local competitive leagues and festivals.	***Cancelled due to pandemic. Delayed pushed back to 2020/2021 academic year
Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome	School trip to Willerden sports centre Multi sports activity.				