

# 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](#) 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 2019:  | Areas for further improvement and baseline evidence of need:   |
|--|--|
| <p>Inspire+ Membership working well, bespoke to the needs of the children within school. Membership includes: Mini Olympics, ambassador visits, g&amp;t programmes and LKS2 mentoring group.</p> <p>Ambassador visits have allowed children to increase confidence levels, those children have been tracked following the sessions and all have since accessed after school clubs. They have shown a real commitment and enthusiasm during their curriculum PE sessions.</p> <p>Playground leaders increased from 10 to 20. This allowed leaders to work with LKS2 children to increase activity over lunchtime periods. This had a huge impact on children, they saw their activity levels increase and a commitment to the active 30:30 initiative.</p> <p>After school clubs have increased, allowing more children to access a variety of sports. A new football club ran alongside squad training, tennis and new age kurling was added to the timetable. Tracker showed participation levels at Autumn 63%, Spring 69% and Summer 53%.</p> <p>Awards/ badges and certificates have again proved to be a real driver in participation and performance. Chn show real pride in wearing badges and have created their own mini competition to gain the most badges.</p> <p>Notice board has seen use through promotion of community activities, including Belvoir cricket, Grantham Tennis Club, Grantham Athletic Club and positive futures.</p> <p>We have boosted our equipment with new footballs, netballs, bibs, rounders posts, indoor balls to ensure we can provide activities during wet weather,</p> | <p>Continue with membership, include extra ambassador visits and a coach to cover dance/gymnastics during curriculum.</p> <p>Look to offer a playground leaders programme in the reception area to increase activity for the new intake. Continue with zoning, create feedback for children to gain awareness of interests levels and what would keep them active during playtimes.</p> <p>Ensure same level of after school clubs, including extra football. Look into offering a wider variety of clubs through extra staff members.</p> <p>Continue as last year, ensuring all sports have a badge available (NAK, Boccia) Maintain the trophies on Year 6 to boost confidence.</p> <p>Promotion of clubs to continue the relationship with community groups. Look to extend this to include gymnastics, tae-kwondo and boxing (children current interests)</p> |

CPD has allowed TAs to access KS1 training specific to their year group needs. PE lessons have become more structured with a focus each term. School have boosted their swimming teachers through CPD course allowing more children to access swimming lessons in smaller groups.

Through SGO buy in we have won 10 trophies this academic year. Children have been able to access a variety of competitions and festivals, including inclusive options Badminton, NAK and Cheerleading. We have boosted our Athletics profile by winning the Sportshall Athletics Competition, Town Sports Athletics Winners. Lincolnshire County Finals Sportshall Athletics Winners – first time in schools history.

Through child feedback we increased the range of intra competitive sport on offer through House Games format. Swimming and Dodgeball we added to the offer this year. We also included Year 4 across the range of sports.

External Coaching has improved confidence within children and their abilities. Boosted community groups with children attending Climbing session outside of school. Tennis Club has seen an improvement in engagement at their clubs on Saturdays/Sundays.

Platinum Award given by School Games. Video created with the help of Grantham Tennis Club and Grantham Athletics Club. Promotion to take place in new academic year once plaque and certificate is received. Promotes whole school approach to the importance of PE and Healthy Lifestyles

CPD to be accessed through Inspire+ as last year. Target TAs who will be taking small groups.

Continue with SGO buy in offer. Streamline competitions entries to ensure children are accessing a variety, without compromising staffing within curriculum time.

Complete a feedback form for children through Sports Council, to allow current children to suggest ideas for new intra competitions.

Maintain external coaching level with similar providers. Source gymnastics/dance coach to work within curriculum time to boost CPD for staff.

Maintain Platinum status by ensuring club links and data is met for Gold mark.

Whole school approach to healthy lifestyles through diet and nutrition. Look to have healthy food days – book Roots to Food workshop for two days. Also to provide a workshop for parents to raise awareness of a healthy diet. Focus on breakfast meals, showcasing the benefits of children starting the day with a nutritious meal and therefore ready for the day ahead. Research awards/certificates for healthy lunchboxes. Healthy Schools Scheme.

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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?<br><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. | 68% |
| 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?   | 30% |
| 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: £19800 |                    | Date Updated: July 2020   |   |
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| <p><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</p> |  |                              |                    |   | Percentage of total allocation:   |
|  |  |                              |                    |   | 35%   |
| 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:  |
| <b>To increase healthy active lifestyles amongst all children</b>  | <p>Continue with bespoke membership through inspire+. Ensure it is suited to our individual needs as a school and community.</p> <p>Promote healthy, happy, active challenge accessed through membership</p> |                              | £4850              | Children used a variety of tools in order to increase healthy active lifestyles. Through lessons within class, eat fresh initiative and HHA from Inspire+ children have begun to gain an awareness of healthy foods and being responsible for their active lives. | <p>Continue with bespoke Inspire+ membership, tailored to our children needs. Access further the HHA initiative, through use of the new online platform, which will allow for a more school wide approach. Teachers will have access to the platform for their children, set challenges and targets that can be completed within classroom time and within the home.</p> <p>Apply for Healthy School Award.</p> |
| <b>To become more physically active during playtimes and lunchtimes.</b>   | Increase physical activity during playtimes and lunchtimes. Continue with zoning for playtimes and   |                              | £1000              | Playground leaders were increased, to include KS2 children with training provided.  | Maintain Playground leaders, train and support new Year 6 children.   |

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| <p>Create more opportunities for children to attend breakfast/lunchtime/after school clubs.</p> | <p>lunchtimes. Increase offer of physical activities to impact on less active children.</p> <p>Create questionnaire for children to gauge interests. Purchase equipment as needed for active areas.</p> <p>Cover costs for staff if needed/ equipment</p> | <p>£1000</p> | <p>Equipment purchased and this resulted in a large amount becoming more active during lunchtimes.</p> <p>A variety of new clubs were on offer, this included a gymnastics for Year 2 and Badminton, which was aimed at less active children in KS2. Gymnastics equipment was purchased to widen the offer of activities.</p> | <p>Maintain current club offers. Increase KS1 offer through extra staff, to include multi skills group.</p> |
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| <p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p> | <p>Percentage of total allocation:<br/>28%</p> |
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| Intent  | Implementation  |                                     | Impact   |   |
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| <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>   |
| <p>Children to show an awareness of healthy foods and nutrition. What they need to consume in order to keep a healthy body.</p> <p>Whole school approach to healthy lifestyles through diet and nutrition. Look to have healthy food days, competitions within classes to create healthy meals.</p> <p>Awards/ certificates for healthy lunchboxes. Healthy Schools Scheme.</p> | <p>Book Roots to Food workshop for both children and parents.</p> <p>Source certificates and stickers. Positive re-enforcement of a healthy lunchbox/ snack. Engage with Healthy Schools Award. Complete evidence to achieve a mark. Time for PE lead to work on award.</p> | <p>£500</p> <p>£100</p> <p>£200</p> | <p>Unable to source due to covid 19</p> <p>Healthy Schools Policy was created, focusing on curriculum content, rewards for healthy foods. Tuck shop was adapted, with selection modified. This now sells fresh fruit, cereal bars and raisins.</p> <p>Breakfast club menu has also</p> | <p>Liaise and book for next academic year.</p> <p>Share healthy schools policy as a priority across school. Dinner ladies to have training on positive re-enforcement of healthy nutritious lunches. Apply for Healthy Schools Award.</p> <p>Maintain current tuck shop and</p> |

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| <p>Inspire+ Ambassador assemblies to promote healthy active lifestyles. Sam Ruddock and Lizzie Simmonds. These are good role models for the children – linked to low self-esteem and less active pupils. Develop opportunities for pupil engagement with PE and sport throughout the school.</p> |   | <p>Inc in membership</p> | <p>been modified. A range of healthy options have been sourced and foods on offer are now nutritious and healthy. These include eggs, fresh fruit and yoghurts. Through both these changes, children are now more aware of healthy foods, they are beginning to make the correct food choices and understand what nutrition means.</p> <p>Children have accessed assemblies and have shown a better awareness of active lifestyles. The assemblies also discussed mental health, discussing subjects surrounding perseverance, determination and trying your best. This has been evident within PE lessons, with many sharing their thoughts and feelings when trying a new skill or sport.</p> | <p>breakfast club menu offer.</p> <p>Continue with bespoke membership from Inspire+. Look at initiatives for mental health through the charity.</p> |
| <p>Weekly/ Monthly opportunities in assemblies for award giving linked to PE and physical activity achievements in school.</p>   | <p>Create certificates and order badges for competition. Order trophies for end of year awards for Year 6</p> | <p>£2000</p>             | <p>Children have been awarded a variety of medals, trophies and badges during the academic year. The opportunity to acquire a sports badge runs throughout school, with children extremely keen to receive one. They enjoy the prospect of collecting the badges, to see who can collect the most on their school</p>   | <p>Certificates, medals and trophies to continue. These provide children with a sense of achievement.</p>   |

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| <p>Equipment for delivery of whole school PE</p> | <p>Provided by Sophie Allen Inspire+ ambassador. Liaise with Sophie with regard to offer and children. Monitor with reports provided and work submitted by children. 6 ½ hour session</p> | <p>£2500</p> <p>Inc in membership</p> | <p>jumpers.</p> <p>Equipment has been sourced to improve the quality of lessons and activities the children can access. The purchase of gymnastic equipment has resulted in consistent and high quality gymnastic lessons, improved the children knowledge of the sport and resulted in extra clubs being run.</p> <p>Children within the targeted group gained valuable confidence in their own abilities, not just within PE lessons, but within the classroom. They were always excited for when Sophie came to visit and through the reports generated, they all improved on the 4 components of fitness.</p> | <p>Source new equipment as required. Update old stock as needed – eg tennis rackets, marker spots, footballs and netballs.</p> <p>Continue with mentoring initiative through Inspire+. Identify key children for the programme following discussions with class teachers.</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:  |
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|  |  |                                    |  | 5%   |
| 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>To give children a broader curriculum by accessing CPD for various disciplines. This will increase staff confidence and knowledge and in turn will provide the children with high quality PE lessons.</p> <p>Access CPD through Inspire+ membership. This will increase confidence in staff members and thus impacting directly on the quality of provision for each pupil.<br/>Team teach with dance coach from Inspire+</p> <p>Purchase getset4pe scheme of work to increase staff knowledge and rotation of sports. This will allow for a broader curriculum for the children , to include high quality gymnastics/ dance lessons.</p> | <p>CPD planner to be circulated to all staff.</p> <p>Cover where needed for staff to attend courses.</p> | <p>£1000 for cover</p> <p>£500</p> | <p>Through CPD staff have been able to increase their knowledge of sports. Dance was identified as an element that could be improved and so through purchasing a 6 week block of coaching, staff were able to team teach. This resulted in a boost in knowledge, with children now having access to a scheme that provides high quality dance lessons for all year groups.</p> <p>Getset4pe has allowed a refresh of the current curriculum offer. A new curriculum map has been developed, which will provide progression of skills through the year groups. This provides children with a more targeted approach to their PE sessions. They have been able to build on skills throughout the academic year, with improvements being made across the year groups. The benefits of this scheme for the children will</p> | <p>Create questionnaire to identify areas for development</p> <p>Monitor use of scheme. Create feedback forms from children and staff to monitor progress. Share any updates/ scheme training across school for CPD.</p> |

|   |   |                         | be evident for many years to come, allowing them a clear structure, progression and content.   |  |
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| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |                         |  | Percentage of total allocation:<br>27%   |
| 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>Children will understand the benefits of competition. Learning the rules and how to use tactics effectively and to their advantage. They will learn how to be good sportsman/women and how to lead by example.</p> <p>Continue with SGO buy in. Access variety of sports – include boccia, goalball and balance bikes for KS1.</p> | <p>Buy in to SGO programme.</p> <p>Access Balance bikes and training course/resources</p> | <p>£750</p> <p>£800</p> | <p>Through the SGO buy in, children from across the school have been able to access a variety of competitions and festivals. They have grown in confidence and relish the opportunity to represent the school.</p> <p>Through balance bike training and purchase we have begun a programme to allow reception children to learn how to use a balance bike. Their confidence has grown and are beginning to use them safely and at speed. This purchase will allow children new to school to access a balance bike.</p> | <p>Continue with SGO buy in. Access any new initiatives provided by the programme.</p> <p>Roll out balance bike training from September 2020 for new reception intake. Train new staff to ensure they are familiar with the programme to allow them to support the lead trainer.</p> |

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| <p>Provide children with opportunity to experience expert coaching</p> | <p>Continue relationship with Tennis Club and Climbing Coach</p>                                      | <p>£2500</p>                      | <p>Children have had access to a Tennis coach during lunchtime sessions. Children have ranged from year 2 up to year 6. They have benefited from tailored coaching, suitable to their level. This has seen an increase in skill development, hand eye co-ordination and confidence. Climbing sessions have taken place for all year 5 and 6 pupils. Through this programme the children have learned to take risks, communicate with others and work as a team.</p> | <p>Continue relationship with tennis and climbing coaches. Monitor for effectiveness ensuring value for money.</p> <p>Research other areas for coaching through Inspire+/ other external providers to cover different sports – Athletics/disability sports.</p> |
| <p>Liaise with Inspire+ to access dance coach</p>                      | <p>Discuss year group/ availability of coaches with Inspire+</p>                                      | <p>£300</p>                       | <p>Dance was identified as an element that could be improved and so through purchasing a 6 week block of coaching, staff were able to team teach. This resulted in a boost in knowledge, with children now having access to a scheme that provides high quality dance lessons for all year groups.</p>  | <p>As above</p>   |
| <p>Learning through OAA – PGI ½ day access for Year 5 children</p>     | <p>Arrange dates and activities available</p>   | <p>Inc in Inspire+ membership</p> | <p>Currently on hold due to covid19</p>   | <p>Discuss next steps with Inspire+ to ensure trip can go ahead.</p>  |
| <p>Promotion of House Games</p>  | <p>Order medals/ trophies for different house games on offer this year – swimming/rugby world cup</p> | <p>£800</p>                       | <p>This year children took part in Rugby World Cup house games. They worked together to create</p>  | <p>Continue with house games. Introduce new sports –</p>  |

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|  |  |  | <p>teams, officiated during these games learning the rules and tactics of the game. Intra house games also took place for Swimming, Netball and Football. Plans were in place for Tennis, Rounders and Cricket.</p> | Boccia/Kurling |
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| Key indicator 5: Increased participation in competitive sport   |  |                    |  | Percentage of total allocation:  |
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|   |  |                    |  | 5%   |
| 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>Boost level of skills for children, focus on skill application and confidence. This will also in turn create well rounded sportsman, allowing them to use and apply skills they have learned during lesson time. They will understand how to use tactics effectively and how to lead by example.</p> <p>Work with SGO and enter fixtures</p> <p>Provide instructor/coach to attend fixtures.</p> | <p>Continue to maintain level of competition entry. Boost team numbers to allow double entry eg football tournament, badminton festivals.</p> <p>Liaise with staff to cover all fixtures, provide cover when needed.</p> | £1000              | <p>Children have taken part in a variety of sporting events this year. Through lessons and clubs they have built up skills that can then be used within a competitive format. Successes have seen the teams reach County Final stages of the Volleyball, resulting in being crowned overall Winners across Lincolnshire. The Athletics squad were 3<sup>rd</sup> placed in the SGO indoor Athletics Competition and or Swimming Team finished 3<sup>rd</sup> in the Swimming Gala. The netball team successfully competed in the top</p> | <p>Maintain SGO link, support the programme on offer for the next academic year. This will be achieved by entering the events on offer, creating club timetable to allow the team to progress their skills and prepare to enter.</p> |

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|  |  |  | league within the Grantham area and the Football team were on track to secure the A League trophy. |  |
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| Signed off by   |  |
| Head Teacher:   |  |
| Date:           |  |
| Subject Leader: |  |
| Date:           |  |
| Governor:       |  |
| Date:           |  |