

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



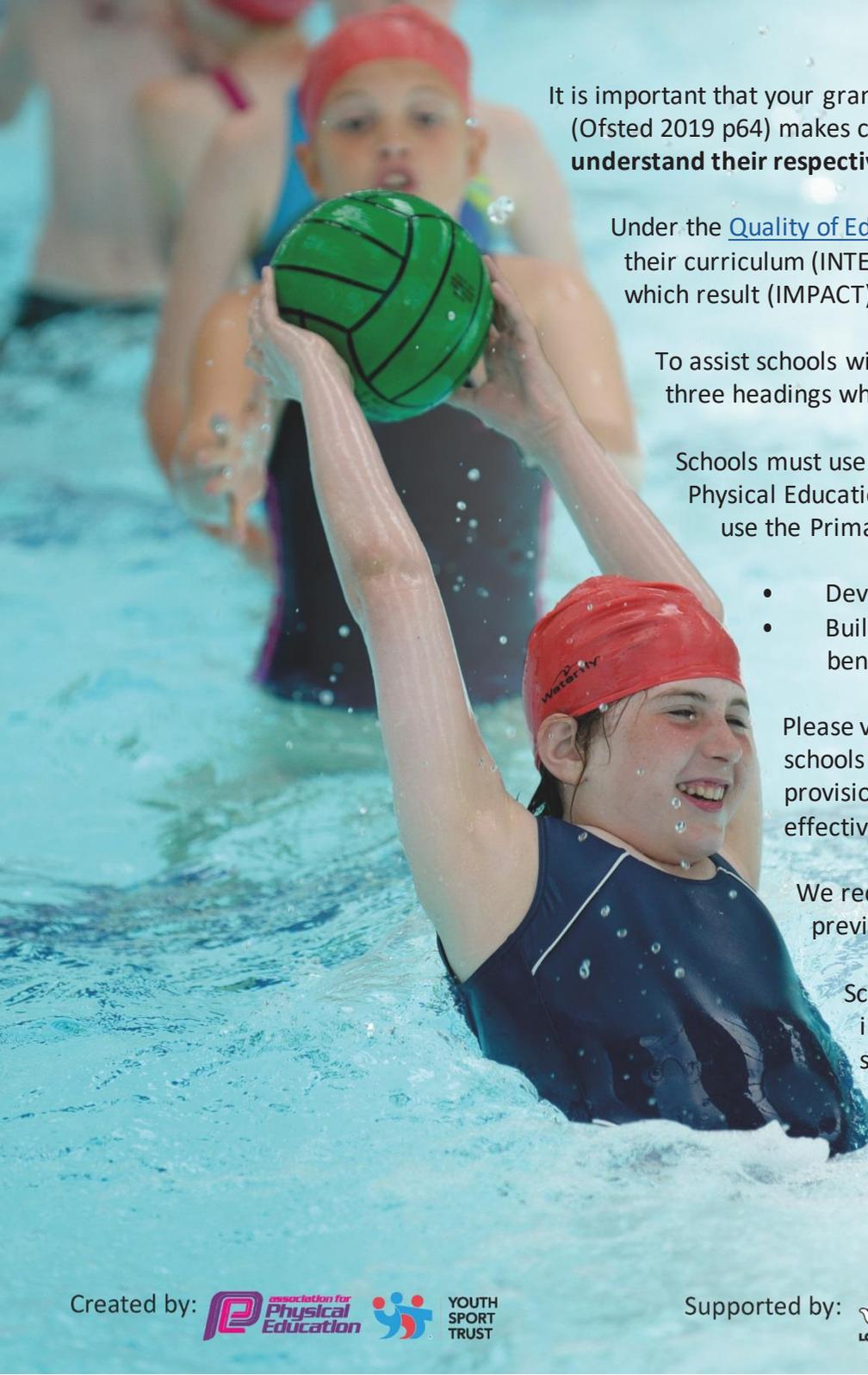
Department
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand 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"> • Despite being in the top 5% for Health poverty in the UK, we have reached County Champions in gymnastics for the third year running. Due to CV19, we have been unable to compete in the County final. • We have achieved Platinum Mark in the School Games • Attitudes to learning have improved and children concentrate better in lessons • Profile of PE and sport has been raised across the school • 89% children in Year 6 leaving being able to ride a bike confidently. • Increase in the amount of time children are active in the day by introduction of a Mental Mile and clubs before school • Children's self-esteem, confidence and social skills have improved from offering a range of additional clubs to engage children for physical and mental health • Pupils are more active at playtime and we have a well-structured outdoor learning program throughout school • Standards achieved in PE NC have improving as we consistently utilise iPEP to further enhance staff skills and ultimately children's skills • Co-ordination is improving - handwriting stronger in school so gross motor skills showing progress through better fine motor • Pupils really enjoy PE/Sport, are very keen to take part and demonstrate a real desire to learn and improve. 	<ul style="list-style-type: none"> • To increase the amount of competition for KS1 • Reschedule swimming program to focus on reaching NC swimming targets earlier in KS2. Catch up for missed sessions due to CV19. • Maintain the high standards in swimming by providing training for a staff member to have level 2 swimming award • Provide more links to sports outside of school to encourage families to use sport in the community • Further promote healthy eating and tackle packed lunch culture of pre-bought snack items to be replaced with healthier options • Target progression in PE through analysis of assessment gained and recorded by the use of iPEP

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.	% 41 Y6 have missed a large % of their term time swimming due to CV19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% 69
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 41
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?	Yes/No - due to CV19, this hasn't happened in Summer Term

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: 2019/2020		Total fund allocated: £18000		Date Updated:	
<p>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</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact	Suggested next steps:	
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?:	
For children to assess a creative, active environment to drive improvements in the quality of learning of PE skills.	PE Leader given time to plan a whole school PE curriculum that takes into account progression of skills - via iPEP package. All children access 2 hours PE weekly plus additional opportunities for physical activity during breaks and clubs.		£4000	PE is now tracked systematically and the PE curriculum is progressive, skills based. All children have access to PE sessions and encouraged to take advantage of extra curriculum activities to further enhance their physical activity per day.	
Ensure each and every child has the opportunity for physical activity in school.	Purchase spare PE kits and lend to any child without a kit. These will be in special lend bags and maintained.		£300	NO child has a reason other than injury/illness to miss out on physical activity.	
To provide time in the day for children to complete the daily mile.	Year 6 to design and promote the Daily mile route.			All junior classes using the mile regularly.	
				Teaching will continue to focus on the skills needed for PE and assessments as part of ongoing AFL through specific unit objectives.	
				Maintain and replenish as needed.	
				After so long off school due to CV19 - need to establish	

<p>To provide active playtimes for all and to include Pupil challenges</p>	<p>Maintain the Adventure playground and playtime equipment.</p> <p>Y5 Play Leaders are to be appointed to plan and deliver activities during play time and dinner time - 30 second challenges -Level 0 competition activities</p> <p>Sports Crew to be integral part of the School Council. Time give to PE coordinator to work with sports crew to plan arrange of activities to encourage active play</p> <p>MUGA rota is to be regularly updated with variety of activity focuses and fair use by all children</p> <p>Ensure good use made of all areas: MUGA, playground, adventure playground area, climbing wall</p>	<p>£</p>	<p>All children continue to use the Playdale adventure area regularly.</p> <p>This encourages active break times and promotes PB challenges. Children enjoy completing PB challenges and gives a focus for play for some children who find it difficult.</p> <p>All areas of playground well used at all times.</p> <p>Playground and dinnertime staff supervise activities. Children</p>	<p>this a routine, daily event as soon as school begins in Sept 2020</p> <p>Maintain maintained contract with Playdale and any damages are reported immediately.</p> <p>Appoint new leaders for 2020 and PE lead to support their leadership and planning for PB challenges</p> <p>Sports Crew to continue to audit pupil ideas /requests. PE Lead to work with inclusion manager In Autumn 2020 to ensure these children are making most of activities on offer at school.</p> <p>Continue.</p>
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<p>To audit and develop extensive PE and playtime resources so that children can make the best of their active times.</p>	<p>10-minute shake up ideas/resources encouraged on playground.</p> <p>Ensure resources are sufficient - audit Purchase new equipment</p>	<p>£1500</p>	<p>Full audit taken and new equipment was purchased.</p> <p>We now have an extensively stocked PE store which includes many purchases for SEN children and EYFS. Footballs, basket balls and rugby balls now available in different sizes and weight (soft and hard) to suit EHCP requirements.</p>	<p>Government Change 4Life handouts ordered and distributed to families to continue.</p> <p>PE team and Sports Leaders must ensure all equipment is looked after and put away correctly to preserve it and ensure it is keep in a good condition.</p>
<p>SWIMMING</p> <p>Increase the number of pupils and time being given to swimming lessons</p> <p>To ensure all existing swimmers improve their swimming by using a range of strokes effectively.</p>	<p>All chn from Year 1 to Y6 to be given swimming lessons</p> <p>To monitor planning to ensure a wide range of strokes are taught. Staff member from the pool also to be employed to teach the beginners group. New ratio 1:8 non-swimmers</p> <p>Additional pool staff teacher to be employed to teach the infant</p>	<p>Pool hire £2,140 Includes instructors</p>	<p>Impact is working its way through school. As the infants who have had some lessons move through many now water confident and well on way to swimming-whereas in the past for many going in Year 3 was the first time they had been swimming!</p> <p>Additional time for Y1 and Y2 will now access a whole term</p>	<p>Due to CV19, new ratios and pool restrictions mean that only 30 children at a time can be in the pool. PE lead to work with Life Leisure to group children appropriately.</p>

<p>Work towards swimmers achieving 25 meters, thus meeting the statutory requirements of the 2014 National Curriculum for PE.</p> <p>Pupils can perform safe self-rescue over a varied distance so they are confident and safe in the water</p>	<p>and reception classes</p>		<p>(rather than half).</p> <p>Assessment details now kept electronically and can be maintained year on year</p> <p>Number of children achieving swimming awards at an earlier age is growing, however, this year we have not met our target of 85% of children at the statutory requirement due to reduced swim time as a result of CV19.</p> <p>Data is maintained weekly on progress and monitoring shows that a greater number of children are in fact reaching progress points much earlier than we have historically.</p>	<p>To make use of additional provision for additional sessions for Y6 children who cannot yet swim 25m unaided by May 2021.</p> <p>Progression and intervention easier to spot - continue electronic files and records</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
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Intent	Implementation		Impact	
<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>Head Teacher and Sports Lead to ensure that PESSPA forms part of the School Improvement Plan.</p>	<p>Discuss with <i>Governors</i> and staff the benefits to ensuring we have high quality PESSPA across school.</p> <p>Discuss with pastoral team how PESSPA can be used to support families.</p>		<p>Whole school staff are aware of benefits of PESSPA for our young people - physical and mental wellbeing.</p> <p>Children with pastoral issues have spent time outdoors, going on bike rides and 1:1 active time. These children thrive from this time and helps them cope better in class. Some children with mental health issues have reported to have improved their self-esteem and feel more positive about themselves.</p>	<p>Continue.</p> <p>Maintain all actions.</p>
<p>Raise the profile of PESSPA activities through school Facebook, Twitter and newsletters.</p>	<p>Ensure all events are published on school Facebook, Twitter and mentioned in newsletters. Include event dates on parent's calendar.</p>		<p>Facebook and twitter feeds are updated by Sports Lead at every competition and class teachers regularly update class news of activities - ie Cyclewise, Outdoor Learning trips. Facebook feeds are regularly shared and the profile of sport in school is improving.</p>	<p>Maintain all actions.</p>
<p>Maintain the high profile of PESSPA in school during celebration assemblies and end of term celebrations.</p>	<p>Sporting certificates, club trophies and end of year Sports Person awards to be used.</p>	<p>£150</p>	<p>Children love receiving and seeing their friends receive recognition for participation and achievement in sports. Trophies are awarded at the end of the year to recognise club participation and a Year 6</p>	<p>Continue</p>

<p>Children to feel proud to represent St.George's Primary at competitive events.</p>	<p>Existing school sports kit is dated - purchase a kit to suit all age groups indoor/outdoor.</p>	<p>£1775</p>	<p>Sports Person of the Year is selected to receive a trophy.</p> <p>Full tracksuits, outdoor water proofs and multi-purpose sports tops bought. Children have arrived at school competitions feeling proud and with more confidence. They have reported to feel like "a real team."</p>	<p>PE team must ensure all kit is looked after and put away correctly so that children in future years continue to benefit.</p>
<p>Promote healthy lifestyle to include a balanced diet</p>	<p>Discuss and model a healthy packed lunch</p> <p>Provide fruit to children in a tuck shop at a subsidised rate</p>	<p>£750</p>	<p>Our fruit shop is always popular.</p>	<p>Continue</p>
<p>Promote tooth brushing daily in Nursery and Little Dragons</p>	<p>Provide tooth paste and brushes for all Nursery and Little Dragon children</p>	<p>£200</p>	<p>All children in Nursery and Little Dragons are in a routine to brush their teeth in school and help form daily habits they can take home. Also sought out NHS places for parents to enroll at local dentists and encouraging all families to be registered with a dentist.</p> <p>More families enrolled with a dentist, life habits of dental hygiene instilled early on.</p>	<p>This will continue in nursery throughout 20/21 as part of their routine.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Create a skills based PE curriculum to help teachers of PE to feel more confident in their delivery of lessons.	Sports Lead to purchase a subscription to iPEP (whole school plan of skills based PE lessons) and design a new whole school plan to facilitate skills progression through school.	£800	A new whole school curriculum is in place that takes into account progression of skills, swimming and outdoor learning opportunities.	Purchase will last 3 years. Needs to be regularly monitored by PE lead and amended to fit regulations of PE lessons around CV19 restrictions.
For all teachers of PE to deliver a skills based curriculum to a high standard.	Provide training during INSET for staff use if iPEP teaching tool. Model how to structure a lesson using the iPEP app and upload photos for evidence of progression.		Teachers have reported that they have enjoyed using the iPEP lessons. They report that lessons feel more structured and the skills progression objectives are clearer for children. Children have enjoyed accessing a range of different sports within a unit and can see how skills are interchangeable.	PE lead to monitor lessons and ensure all staff are uploading progression evidence and completing assessment data at the end of each unit.
Utilise opportunities for staff training in PE across all year groups.	PE Lead to attend all SGO meetings to stay at the forefront of local training opportunities and news. PE lead to be on mailing list for training opportunities that be		All meetings attended. Good insight and shared experiences amongst other PE leads have been brought back to school to benefit all staff and children.	Continue.

Upskill a member of staff for cycle leadership.	attended or passed onto staff. Member of staff attend 2-day course for leadership of cycling.	£	Groups of up to 6 children can participate in local bike rides. This has significantly helped children with SEN and behavioural difficulties.	Bike riding will continue to be a regular feature to support SEN/pastoral needs and improve physical fitness.
Hire qualified sports coaches to work alongside teachers to enhance and extend current opportunities	Hire cricket coach, Tri golf coach, swimming instructors and tennis coach.	Cricket £850 Golf - £240 Tennis - £375 Rugby - £500	Staff and children have benefitted by quality instruction and staff learning from an expert.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

%

Inten †	Implementation		Impac †	
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:
To maintain a high number of afterschool sporting clubs. Ensure a good mix of clubs- for example: competitive sports / creative-dance/ gardening/First Aid	PE lead to encourage staff to deliver an after school club. Clubs changed half termly to meet the demand and range of clubs requested. Contact coaches in the area for different sports/activities: cricket, TriGolf/rugby.	Gill Sharp Dance - £300 BAFC £360	Sept 19 onwards - Year 1-6 have had a comprehensive choice of before and after school club choices. From Jan 2020, children in Reception were included in before and after school clubs.	Ensure sporting opportunities outside school are continued to be shared and encourage participate with more SEN and PP children.

<p>To signpost children to clubs outside of school.</p> <p>To ensure there are outstanding Outdoor Learning opportunities in which all children can extend their skills, knowledge and understanding of learning outside the classroom.</p>	<p>Timetable after school sports provision and inform parents</p> <p>Maintain and create links with external organisations/clubs that offer additional clubs for children.</p> <p>A structured program includes clear links to Curriculum Objectives and reviewed post trip on every occasion.</p> <p>Each class to have 1 day each half term in the 'outdoors', experiencing physical challenges- fell walking, walking increased distances, exploring beaches, woodlands, flying kites, rolling down hills etc</p>		<p>By Spring 2020, 82% of children had participated in at least 1 club. This figure would have risen during Summer term (where we have highest participation normally) however, CV19 prevented this happening.</p> <p>We have sign posted to external clubs. Success stories from Barrow AFC Development Centre, Furness Pioneers Rugby and Dalton United Football.</p> <p>A comprehensive program of outdoor learning happens at St. George's. This begins with Nursery and Reception class out once a week, then all other year groups once a term. Providing these opportunities enriches our curriculum and makes learning real. St. George's catchment includes families from an area of extreme deprivation. Giving our children these real experiences makes such a difference to their learning in school but also an insight into what is available to them beyond the lives they know of daily. It gives instils them with a curiosity of the bigger word and aspirations to be</p>	<p>PE Lead and Sports Leaders to speak with children and ensure their interests are being catered for - especially target non-attenders of clubs.</p> <p>Action to maintain these links.</p> <p>Outdoor Learning should remain a priority for all children in school. Objectives should continue to make links to classroom learning and be reviewed post trip.</p>
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<p>All Y6 children to leave as competent and confident bike riders.</p>	<p>Lease mini-buses to allow full class visits out of school.</p> <p>Y4 and Y5 to take part in the Cyclewise Cumbria Bikeability Scheme Level 1 & 2</p> <p>Mr Riley to support any non-bike riders from Year 6</p> <p>All bikes to be regularly maintained Helmets checked and replaced as needed. Biking high visibility jackets and gloves to be available.</p>	<p>£</p> <p>£</p>	<p>discover it themselves.</p> <p>More and more children revisiting the sites with parents in their own time -encouraging healthy lifestyle choices</p> <p>Year 5 have completed Bike Ability 2019 Children took part in the training and this has raised their awareness of how to keep safer on the roads-life skills</p> <p>89% of children in Year 6 2020 are leaving able to ride a bike safely and confidently.</p> <p>Bikes are maintained to a high standard to ensure all children have equal opportunity to participate in cycling activities.</p>	<p>Minibuses continue to be leased with sufficient staff members able to drive them Plan for more staff to take test to drive the buses.</p> <p>Continue to aim to have all children riding a bike before they leave as skills learnt will be life long</p> <p>Continue</p>
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Upskill Year 5 in paddle sports.	Year 5 will take part in 5 individual days at Waterpark, Coniston. They will complete the Beginners Paddle Sport certificate	£2500	Verbal comments/conversations with Water park staff are very positive about the resilience shown by pupils and the remarkable improvement in their skill levels over the course of the year.	Continue 20/21 - book new dates
Embed Residential opportunities in Y2-6	<p>Residential trips now established in 5 year groups:</p> <p>Y2 -active day out on the fells/beach followed by a sleepover in pop up tents in school hall</p> <p>Y3 -Hadrian's wall YHA -one night residential History link</p> <p>Y4 -2 days camping spent on Piel Island, orienteering, exploring, cooking fish.</p> <p>Y5 three day residential to Edinburgh</p> <p>Y6- 5 day residential to Water Park</p>		Due to CV 19, these trips have not taken place.	Schedule for 2021

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
To aim for most children in KS2 to participate in a competitive sport during the school year.	<p>Plan and enter maximum number of teams for all School Games event through local SGO.</p> <p>Use outside agencies to coach children sufficiently to be confident to take part in all competitions.</p> <p>Identify sporting competitions on school calendar Scholar Pac used 100% to ensure whole school approach to forthcoming events.</p> <p>PE lead to attend all SGO meetings to ensure that any additional opportunities are heard about.</p> <p>Monitor and track all competitive participation to ensure fairness and breadth of competitors.</p> <p>Promote Personal Best challenges in year groups.</p>		<p>We achieved Platinum Sports Award for 19/20 which reflects the amount competitions we enter and breadth of entries.</p> <p>Results recorded and encouraged children to achieve</p>	<p>Maintain records of competitors and enter all competitions at level A, B and C.</p> <p>Continue to use professional coaches for extra training.</p> <p>Continue to attend all PE lead meetings and enter competitions via buy-in sheets.</p> <p>Continue to have fair spread of different children in competitions - including PP and SEN.</p> <p>Continue with PB challenges.</p>

<p>Ensure that children with SEN are given opportunities to experience competitive sports through SGO inclusive events.</p>	<p>Take part in virtual competitions.</p> <p>Arrange inter and intra class competitions throughout the year.</p> <p>Enter all SEN completions arranged by SGO</p>		<p>their own PB</p> <p>PE lead subscribed and entered all KS2 into a virtual competition for Winter 2020 Keep competition alive throughout the year</p> <p>Attended Inclusive indoor athletics, New Age Kurling, Tri-Golf, Safari Orienteering and Laser Quest</p> <p>Intervention groups - linked to Change 4Life and using Les Mills Born to Move program</p>	<p>Enter termly virtual competitions.</p> <p>Continue to participate in all-inclusive events.</p>
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Signed off by	
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Date:	
Subject Leader:	Louise Ellis
Date:	13.07.2020
Governor:	
Date:	

Created by:  association for Physical Education  YOUTH SPORT TRUST

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