

# 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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Introduction of Daily Mile.</li> <li>• Competed in tennis tournament</li> <li>• Competed in cricket tournament</li> <li>• Competed in Boccia tournament</li> <li>• Competed in Panathlon tournament</li> <li>• Introduction of MUGA</li> <li>• Gymnastics training for teachers.</li> <li>• Implementation of Real PE in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Motivate people to improve in Daily Mile.</li> <li>• Participate in more competitive events.</li> <li>• More training on elements of sport. E.g. Cricket, Tennis, Rugby</li> <li>• Inspirational visitors to encourage children to take part in more sports.</li> <li>• Ensure that disadvantaged children are physically active.</li> </ul>

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.	48%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	48%
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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £18,340	<b>Date Updated:</b> 27/04/20	
<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:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Every child will participate in a 15 minute daily mile run every afternoon.	<p>Inspired pupils to take part in Daily Mile by trying to run to Tokyo (hosts of Olympics 2020).</p> <p>Every Friday, once class receives trophy for running the most laps in the school that week.</p> <p>If there are adverse weather conditions, children participate in Go Noodle videos.</p>	£10 (cost of trophy)	<ul style="list-style-type: none"> <li>As a result, children are able are fitter than before and are able to do more laps of the running track.</li> <li>Teachers have seen increased confidence and self-esteem of children as they have seen improvements in themselves.</li> <li>Develop of co-operation/working in groups. Pupils work together, motivate each other and challenge each other to become better runners.</li> </ul>	<p>Subject leader will monitor daily mile and regularly ask staff how they feel it is working.</p> <p>May look into creating a rota for daily mile in the afternoons so running track is not too populated.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
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>Play leader for organised lunchtime games and competitions.</p> <p>Gives children more focussed activities to encourage physical activity and to help develop physical skills.</p>	<p>Senior lunchtime supervisor takes a group of children at a lunchtime and plays organised games to promote social skills, teamwork and healthy competition.</p>	£2000	<ul style="list-style-type: none"> <li>Children are happier at lunchtimes and have a higher self-esteem.</li> <li>Increased confidence noted in children who take part in these games.</li> <li>Development of social skills and ability to work as a team. Children are able to praise each other positively during a game.</li> </ul>	<p>Look into developing certain children as play leaders who can take small group at playtimes and lunchtimes.</p>
<p>YCC (Yorkshire Cricket Club) to deliver whole school assembly and small workshops to help promote cricket to children.</p> <p>Children to become more knowledgeable of sport and inspired to play it themselves. Children will be aware of places near them where they can take part in cricket outside of school.</p>	<p>Alex, from Chance to Shine, will come in to deliver assembly on Cricket in our country and how successful it has been (E.g. Cricket World Cup).</p> <p>Cricket coach to make children aware of cricket clubs in local area.</p> <p>Year 3 and 4 will receive small half hour workshops where they will learn about cricket by</p>	£150	<ul style="list-style-type: none"> <li>Desired affect would be that children would be inspired to look for cricketing opportunities outside of school.</li> <li>Children will understand more about the sport and about their country's history in the sport.</li> <li>Event postponed due to COVID-19.</li> </ul>	<p>Aim to participate in future competitive cricketing events.</p>

	<p>applying cross-curricular knowledge (e.g. counting the amount of runs in an over)</p> <p>Chance of selecting a number of disadvantaged children to go and watch a Cricket match at Headingley.</p>			
<p>Organised for a Team GB athlete to come into school.</p> <p>Aim to inspire children to want to become athletes of the future. Children to become knowledgeable of health and fitness.</p>	<p>Athlete will come in to deliver an assembly on why and how they have become an athlete.</p> <p>Athlete will do 30 minute fitness workshops with every class in the school.</p>	<p>Free</p> <p>Target to raise £1.70 per child to help fund Team GB. 60% of profits go back to school.</p>	<ul style="list-style-type: none"> <li>Children would become more aware of how to get into Team GB programmes and may look into opportunities outside of school.</li> <li>Children know more about health and fitness and can do a number of exercises to help keep them fit.</li> <li>Postponed due to COVID-19.</li> </ul>	<p>If unable to compete this year, then will apply for visitor to come next year.</p>
<p>Better Living Team</p> <p>A series of workshops through the day to make children aware of healthy or unhealthy choices and the affects these can have on the body.</p>	<p>Start with a whole school assembly focussing on an aspect of health (E.g. amount of sugar in drinks).</p> <p>Quick fitness exercise, promoting the fact that exercise makes us feel better.</p> <p>Each class then receives several workshops to do our health and fitness.</p>	<p>Government scheme</p>	<ul style="list-style-type: none"> <li>Children are more aware of how certain things effect our health (e.g. sleeping patterns, calories in foods, dental health etc.)</li> </ul>	<p>Continue this every year. Children will build upon last year's knowledge and learn something new next year.</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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:
HLTA is attending a Real PE Creative Learning Community 3-day programme (throughout the school year). Course undertaken to up-skill HLTA so that she can utilise Real PE system to teach children the National Curriculum.	<p>Enrolled in 3-day programme. HLTA and subject leader have booked out time to discuss outcomes of training and how this will further help teaching of the subject in school.</p> <p>Subject leader to check in with HLTA to ensure she is confident and to offer assistance if needed.</p>	£495	<ul style="list-style-type: none"> <li>Increased confidence in delivering Real PE lessons to children has seen an improvement in assessment data over the Spring Term. As of Spring 2, 98% of Upper Key Stage 2 children are age-related or above in PE.</li> <li>HLTA and subject leader are able to converse more on what teaching of subject will look like going forward.</li> </ul>	Each class is going to have a big book so that HLTA (and teachers) can evidence what they have learnt in lesson.
<p>Organised a staff training course for cricket CPD through the Yorkshire Cricket Club.</p> <p>Teachers will be have a greater understanding of how to teach cricket and related skills.</p>	<p>Teachers will be shown an online resource including a variety of lessons they can teach that will help them up-skill their physical abilities (striking, catching, fielding).</p> <p>Staff will have a 90-min run through of what cricket lessons may look like from cricketing</p>	£150	<ul style="list-style-type: none"> <li>Teachers are more confident and knowledgeable when teaching games involving striking, fielding and catching.</li> <li>A number of children will be able to use skills in cricket competition in Summer Term.</li> </ul>	<p>Teachers to continue incorporating cricketing skills and games in their PE lessons.</p> <p>Teachers to identify children who exceed expectations in these lessons and pass these names onto subject leader.</p>

	coach.  Year 5 will also receive a 6-week teaching programme from a cricket coach, showing them how to deliver some of the lessons.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				3%
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:
Supplement cost goes towards paying for disadvantaged pupils having free places for karate club.  The aim is to encourage more pupils to take part in karate and be involved physical activity.	Each term, a group of children are chosen to take part in karate club after school. Children work towards a certification at the end of the term. These are awarded in Golden Book on Friday.	£500	<ul style="list-style-type: none"> <li>Disadvantaged children have more opportunity to be physically active.</li> <li>More children are awarded karate certificate and can continue to pursue this outside of school.</li> <li></li> </ul>	<p>Karate club will continue next year.</p> <p>Continue to give places to disadvantaged children.</p>
Started new dance class this year. Encourage more children to take part in physical activity after school clubs.  Children will further develop the ability to perform and repeat longer sequences with clear shapes and controlled movement.	<p>Dance taught after school and children learn a routine every half term or term. Considered showing this routine to school in an assembly.</p> <p>Club taught by class teacher with dance background.</p>	N/A	<ul style="list-style-type: none"> <li>Children more physically active and seem to enjoy the club.</li> <li>Children becoming adept dancers and are able to perform routines confidently.</li> <li>A number of boys have joined the class and</li> </ul>	<p>Continue club next year.</p> <p>Work towards an end goal. E.g. Show routine to school during an assembly.</p>



Aim to have a dance class at lunchtimes as well to encourage more children to take part and be physically active in a structured environment.			enjoy attending weekly.	
<p>Encouraging more girls to become involved in mixed football.</p> <p>Aim to be able to increase girls' confidence when it comes to playing mixed football.</p>	<p>Girls are actively joining in with sessions and enjoy taking part.</p> <p>Verbal encouragement given by members of staff taking part in training.</p> <p>Training is taken by PE co-ordinator.</p>	N/A	<ul style="list-style-type: none"> <li>• 1/4 of Year 5/6 football club are girls who train every week.</li> <li>• One girl currently trains with Manchester City Academy.</li> <li>• Number of girls also take part in Year 3/4 football club.</li> </ul>	Continue to encourage girls to take part in mixed football.
<p>Boccia and Panathlon training to take place weekly with a group of SEND pupils, focussing mainly on those with motor skill difficulties.</p> <p>This will develop children's motor skills, teamwork and social skills and help them foster a positive competitive nature.</p>	Small group of SEND pupils take part in Boccia/Panathlon training once a week.	N/A	<ul style="list-style-type: none"> <li>• Pupils have grown in confidence and are proud of their achievements.</li> <li>• The group of children are constantly praised for working well as part of a team.</li> <li>• The children are very proficient at these games and recently qualified for the West Yorkshire Finals in Boccia.</li> </ul>	<p>Continue to take SEND pupils out for Boccia and Panathlon training.</p> <p>Look for more competitive events for Boccia and Panathlon to take part in.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
Take part in Tag Rugby Festival.  A recent pupil questionnaire showed that a number of children would like to do tag rugby competitions.  We aim to look for a competition this year.	A Tag Rugby Festival is taking place in June.  A mixed Year 5/6 team.  Will sign up to this event.	£250 Calderdale School Games Membership fee	<ul style="list-style-type: none"> <li>Postponed due to COVID-19.</li> </ul>	<p>If unable to compete this year, then apply for festival next year.</p> <p>Potentially look for tag rugby training.</p>
Continue to take part in Boccia, Panathlon and New Age Kurling events.  Build upon last year's success where St Andrew's Junior School competed in Boccia and Panathlon tournaments with against other schools in Calderdale.	<p>In November 2019, we took part in a Boccia tournament against other teams in Calderdale and qualified to compete in West Yorkshire Finals.</p> <p>Pupils who took part were praised in front whole school during Golden Book on Friday.</p>	£250 Calderdale School Games Membership fee	<ul style="list-style-type: none"> <li>Made the West Yorkshire Finals in Boccia.</li> <li>This was a fantastic confidence booster for SEND pupils who took part.</li> <li>Unable to attend finals due to COVID-19.</li> </ul>	Continue to compete in Boccia, Panathlon and New Age Kurling events and aim to build on previous successes.

<p>Compete in Primary Orienteering event in November.</p> <p>Help develop children's competitive spirit and utilise their map reading skills and stamina.</p>	<p>Attended primary orienteering event with 4 Year 5/6 children and 4 Year 3/4 children.</p>	<p>£250 Calderdale School Games Membership fee</p>	<ul style="list-style-type: none"> <li>• Children were very competitive and enjoyed the whole experience.</li> <li>• First time at this event and gained a wealth of experience, both for children and staff who attended.</li> </ul>	<p>Take part in event again.</p> <p>Attempt to do a primary orienteering challenge in school in order to find most talented children.</p>
<p>Participate in cricket competition.</p> <p>Following coaching received through Yorkshire Cricket Club, St Andrew's aim to attend Calderdale Cricket Competition.</p> <p>Wish to build on previous year's success where children reached the Calderdale Cricket final, narrowly missing out on the West Yorkshire Finals.</p>	<p>Aim to attend U9 Mixed Cricket Summer Smash (as we did last year).</p> <p>Would also like to attend U11 mixed Kwik Cricket (not attended before).</p>	<p>£250 Calderdale School Games Membership fee</p>	<ul style="list-style-type: none"> <li>• Postponed due to COVID-19.</li> </ul>	<p>If unable to take part this year, then look participate in next year's events.</p> <p>Encourage teachers to use what they have learnt through Chance to Shine workshop to incorporate to cricketing skills in their PE lessons.</p>
<p>Participate in tennis tournaments.</p> <p>Last year, St Andrew's Junior competed in the Calderdale Mini Tennis tournaments for the first time.</p> <p>We took part in the both the Year 3/4 Mini Red Tennis and the Year 5 Mini Orange Tennis tournaments.</p> <p>Last year, on both occasions, we qualified for the Calderdale Finals and we wish to emulate or</p>	<p>Apply to attend Year 3/4 Mini Red tennis tournament and Year 5 Mini Orange Tennis tournament.</p>	<p>£250 Calderdale School Games Membership fee</p>	<ul style="list-style-type: none"> <li>• Postponed due to COVID-19.</li> </ul>	<p>If unable to take part this year, then look participate in next year's events.</p>

improve on this.				
<p>Organise football matches throughout the school year.</p> <p>PE co-ordinator organises football matches through the year to ensure children are experiencing regular competitive games. This helps build teamwork, tactical awareness and perseverance.</p>	<p>PE co-ordinator has organised a number of football matches against other schools in Calderdale.</p>	N/A	<ul style="list-style-type: none"> <li>Children enjoy taking part in competitive matches.</li> <li>Although the team may not always be successful, they seemingly learn from these mistakes and continue to play with a positive attitude.</li> </ul>	<p>Continue to organise football matches and play competitive games.</p>

Signed off by	
Head Teacher:	June 2020
Date:	June 2020
Subject Leader:	L. Johnson
Date:	June 2020
Governor:	June 2020
Date:	June 2020