



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
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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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Increase in the amount of after school sports and activity clubs available to KS1 and KS2. • Increased uptake of lunch time and after school sports and activity clubs. • Improved confidence, knowledge and skills in teaching PE amongst staff through use of school coach in PE lessons. • Real PE being taught across the school in all year groups including reception. • Increased opportunities for children to compete locally and nationally via the HASBANN scheme. • Swimming at Year 3 to increase the proficiency of swimmers. • X3 members of staff attended the 'Big Moves' training which enabled the school to roll out groups to help support children who may have delayed physical movement. • Offering all children at least 30 minutes of physical activity a day, either at break and lunch time or through sports clubs. • Daily mile successfully rolled out in Year 3 and Year 4. 	<ul style="list-style-type: none"> • Promote the 'Daily Mile' to engage all pupils and staff at least twice a week. • To continue to encourage staff to participate in extra-curricular sports coaching. • Due to CV19, the school will need to support children in 2020/2021 who have not attended the required amount of swimming lessons.

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	<p>84%</p> <p>As a school, we will continue to address the issue of the 16% of pupils not reaching the KS2 attainment target of swimming 25m by the end of KS2. The aim was to provide 'top-up' swimming lessons for children in year 6 who had not met that target. We planned to use the PE funding this year and take the year 6 children in the summer</p>

	term but due to CV19 this was not possible.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84% The whole cohort received self-rescue training but 84% could complete it successfully.
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?	The plan for the summer term 2020 (after SATs) was to offer extra swimming sessions to year 6 children who could not swim the 25m mark. However, due to CV19 this has not been possible. This is something we shall repeat next year.

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: £		Date Updated: June 2020	
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					Percentage of total allocation:
					73.5%
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:	
<ol style="list-style-type: none"> 1. Ensure that pupils are involved in a minimum of 2 hours of physical activity per week (excluding break times and extra-curricular activities) 2. Continue to increase the amount of sporting activity taking place at lunch time via clubs and making use of sports coach. 3. Increase the amount of equipment available at lunch times to increase participation. E.g. skipping ropes, hoops. 4. Purchase walk to school scheme to increase participation. 5. Take part in the Virtual PE competition as provided by 	<ol style="list-style-type: none"> 1. Continue to timetable at least 2 hours of PE a week for all classes. Ensure that all classes are using their PE slots to teach the 'Real PE' scheme. Ensure that the daily mile is consistently being enrolled out in year 3 and year 4. 2. Sports coach to carry out lunch time activities. 3. Sports coach and sports leaders (Bees) to ensure that play equipment is being set out every lunch time and is being used. 4. Ensure that all classes have 	<ol style="list-style-type: none"> 2 and 3 Funding for sports coach = £15,641 4. Didn't purchase due to CV19 5. Funding included in the Gold HABSSPAN 	<ol style="list-style-type: none"> 1. All year groups are using the Real PE scheme, this ensures that consistency and progression is happening across the school. Children in 3/4 will be more active due to completing the daily mile at school which has a positive impact on their fitness and classroom learning (as proven by Daily Mile research and evidence). 2. Increased amount of children taking part. This also meant that teachers could select children to take part in the 	<ol style="list-style-type: none"> 1. Consistent PE lessons are taught across all year groups. 2. Increased physical activity on the playground at break and lunch times. More children are able to join in due to it being an organised activity. E.g. organised football games at lunch. 3. Increased physical activity on the playground at break and lunch times. 4. Next year, we hope to repeat the month long walking challenge. 5. Take part in the walk to 	

<p>HABSPANN which focused specifically on the 'less active pupils'.</p> <p>6. Using a trained Yoga instructor to work on promoting positive mental health and well-being.</p>	<p>access to the 'Living Streets Walk to School Month Long Challenge'.</p> <p>5. Select Pupil premium children or children who do not usually take part in sporting activities from year 4 to compete in the competition.</p> <p>6. KS1 have the opportunity to take part in some yoga sessions by a yoga coach.</p>	<p>package</p> <p>6.Volunteer yoga instructor.</p>	<p>HABSPANN competitions.</p> <p>3. Children are now consistently using the equipment and are running their own clubs to increase playground activity.</p> <p>4. Due to CV19 we were not able to repeat this out this year as it was planned for June 2020.</p> <p>5. We took children from year 4 to complete in a small competition. This enabled them to have a sense of sporting competition and allowed them to be fully engaged and active whilst there.</p> <p>6. Pupils would have been exposed to yoga techniques and strategies that calm/relax them as well as discussing important mental health language. In addition, having yoga sessions increases flexibility and balance. Due to CV19 this was not possible.</p>	<p>school challenge in the next academic year.</p> <p>6. The planned yoga instructor will be able to reschedule and come into school for the academic year of 20/21.</p>
<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>% 0</p>				
<p>Intent</p>	<p>Implementation</p>		<p>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:	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:
<ol style="list-style-type: none"> 1. All children have access to the HABSSPAN cross country race. 2. Whole school assembly every week to ensure the whole school is aware of the importance of PE and sport and to encourage all pupils to aspire to being involved in the assemblies. 	<ol style="list-style-type: none"> 1. Ensure that all children receive a letter to offer a chance to participate in the local area cross country race. Promotion needed within assembly. Certificates given out in whole school assembly. 2. Achievements celebrated in assembly. Match results shared. Photos are displayed on the walls around the school. Children are encouraged to bring in certificates/trophies from home. 	<ol style="list-style-type: none"> 1. Included in Gold package. 2. Staff time/promoted by leadership team. 	<ol style="list-style-type: none"> 1. This year, every child in years 3,4,5 and 6 received a letter with the opportunity to take part in the Hinckley and Bosworth X-country race. Over the 2 race, we had over 50 pupils attend the race. 2 of those children qualified for the country race at Preswold hall. All the children were presented a certificate during a whole school assembly. To raise further awareness, the school Facebook site promoted the races to try and help raise awareness. 2. More children bring in certificates and trophies to share with the school and teachers. 	<ol style="list-style-type: none"> 1. Next year, the school will continue to promote the benefits of taking part in the race and give the opportunity for all children in year 3,4,5 and 6 to race again. Teachers can use the daily mile to scout children who are keen runners to encourage them to take part if not doing so already. 2. Assemblies will continue to run each week where children will still have the opportunity to bring in their sporting certificates/photos.

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:
1. Ensure that the sports coach is being utilised to the full potential. Ensure that lunch time sporting activities are taking place daily. The sports coach will aim to support the majority of all PE lessons that take place across the school.	1. Pupils are being encouraged to play sporting games at lunch time with the support of the sport's coach.	See previous indicator.	1. Consistent PE lessons are being taught across each year group. 2. The use of sports coach is	1. Staff funding has been secured for 20/21.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14.5%
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:
Additional achievements: Ensure a wide variety of children have access to clubs.	Training course needed to help support those with dyspraxia/ lack of physical development. Big Moves course. Sports coach to target children in Reception/ Key Stage 1 with poorer movement skills over a series of weeks. Use the tools provided from the course to measure a range of impacts on	Free- funding provided by HABSSPAN	X2 teachers and sports coach went on the course. The course was created to help children in school improve their physical development and has impacts on wider school life, including developing listening and concentration, learning success and appropriate behaviour. The	Enrol the 'Big Moves' programme in September 2020. Begin with Reception and year 1.

<p>Flourish/ Rooted group</p>	<p>the children involved such as gross & fine motor skill development, self care, self confidence, social skills, concentration and listening.</p> <p>All year 6 pupils have access to the flourish group which delivers a total of 16 sessions split between the girls and the boys.</p>	<p>£3102.50</p>	<p>lead of HABSSPAN was due to come in to help support the setup of this, but due to CV19 we were unable to enrol this.</p> <p>Children developed confidence and self-esteem. Achievements/ completion of the course were celebrated in assemblies.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
The school is able to take teams to competes regularly in a variety of competition. One of the PE leads is able to take numerous teams to represent the school in the HABSSPAN competitions/sporting activities.	Ensure that the 'Gold' membership of the HABSSPAN is purchased ensuring that pupils have access to a range of competitions.	£2300.	<p>Pupils are engaged in a wider range of sporting opportunities provided by the HABSSPAN and it enables a variety of clubs to run at school to help train for the competitions offered.</p> <p>Opportunity for Subject Leader to liaise with other professionals at bi-annual meetings regarding learning opportunities and sharing good practise.</p> <p>Able to utilise the expertise of School Sport and Activity Manager based at Bosworth Academy regarding queries and CPD opportunities.</p> <p>Gold level allows Battling Brook to participate in a range of competitions such as Football, hockey, sportsability, kwik cricket and area sports. Allowed children to compete at interschool activities for example, Cross Country, SEN events.</p>	Subscribe to the 'Gold' package again in 20/21 to ensure that we can continue to offer a range of extra-curricular sporting clubs.
Purchase necessary equipment to enable extra-curricular clubs and sporting competitions to continue.	Ensure that sporting equipment and sports kits updated and replaced when needed. Ensure that the equipment is up to			

Afterschool Gymnastics coaching	<p>date/safe to use.</p> <p>Specialised gymnastic coach runs a weekly afterschool club for years 1-6.</p>	<p>£150.27</p> <p>£140</p>	<p>Introduction of new equipment has enabled children to have increased levels of participation and a wider range of opportunities. It also ensures that the all staff have the correct equipment to deliver the Real PE programme as well as lunch time activity clubs.</p> <p>Extra training sessions offered so that the gymnastic teams were prepared for the country</p>	
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