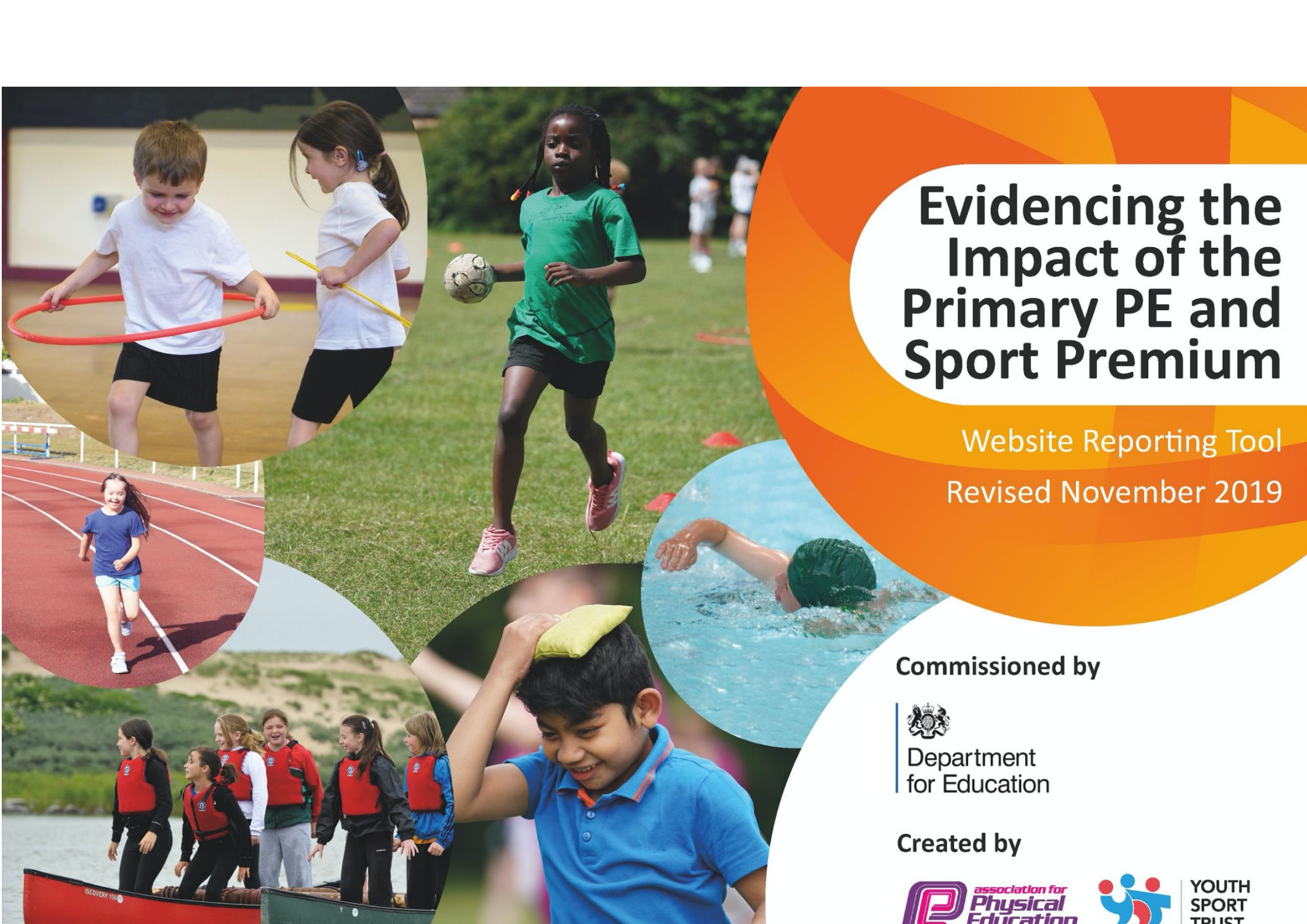




# Evidencing the Impact of the Primary PE and Sport Premium

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 2020:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Areas for further improvement and baseline evidence of need:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>Sept- Dec focused swimming lessons raised swimming requirement achievement. 100% Y6 leavers able to swim 25m.</p> <p>Increased % of children were on track to complete a marathon over the course of the year compared to 2018/19.</p> <p>High % of school took part in virtual sports day (Covid -19) showing their enthusiasm and commitment. (80%)</p> <p>Good communication with South Warwickshire School Games Officer (Andy Sandford) and Onside Coaching during lockdown to promote physical challenges whilst children were home learning. All activities shared on Seesaw throughout temporary school closures. Good participation in virtual school games in school and at home during Summer 2020.</p> | <p>Provide high quality opportunities to participate in physical activity and competitive events whilst following the safeguarding requirements imposed by Covid-19.</p> <p>Increase parental / child understanding and engagement in adopting healthy lifestyles.</p> <p>Provide high quality equipment to allow for continued engagement in PE / physical activity. Enhance provision with inclusion of new sports within our offer which are COVID viable to deliver - Lacrosse</p> <p>Ensure Early Years outdoor area is suitably and sufficiently resourced.<br/>Forest School Training for EY class teacher</p> <p>Increased opportunities for Outdoor learning in KS1 - Forest School sessions</p> <p>Develop the role of Y6 Sports Captains and Y4 Play Leaders</p> |

|                                                                                                                                                                                                                                                                                                                |      |
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| 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><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.</p> | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?                                                                                                                                                                      | 100% |

|                                                                                                                                                                                                                                 |                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?                                                                                                                     | 100%                                                                                                        |
| 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? | Yes - children in Y6 to do additional swimming sessions for mental health, emotional wellbeing and fitness. |

## 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: £14,714.67                                                                                  |  | Date Updated: 26.07.2020                                                                                                                                                                        |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <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 |  |                                                                                                                   |  |                                                                                                                                                                                                 |  |
| 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:                                                                                                                                                                              |  |
| Marathon Kids & TV Screen to play dance and athletic routines for children to follow at play /lunch time.                                                                                                                           |  | Play leaders to encourage participation, overseen by staff on duty. Teachers to help lead Marathon Kids sessions. |  | £1981.52 x2 = £3,963.04<br>£60 service charge                                                                                                                                                   |  |
| Playground equipment is appropriate and accessible for all year groups allowing all children to engage in physical activity at playtimes.                                                                                           |  | Termly audit of equipment and purchase of required stock to upgrade and replace as required.                      |  | £500                                                                                                                                                                                            |  |
| Increase the % of children leaving school achieving the swimming requirements.                                                                                                                                                      |  | Identify all of the children in Y4/5/6 who cannot meet the requirements and arrange swimming lessons accordingly. |  | No additional cost – swimming budget separate                                                                                                                                                   |  |
|                                                                                                                                                                                                                                     |  |                                                                                                                   |  | Evidence of impact: what do pupils now know and what can they now do? What has changed?:                                                                                                        |  |
|                                                                                                                                                                                                                                     |  |                                                                                                                   |  | Children across the school have engaged with Marathon Kids with many achieving distances further than they expected in the first 6 months of the year. More children engaged in daily exercise. |  |
|                                                                                                                                                                                                                                     |  |                                                                                                                   |  | Children have been taking part in physical activity safely and the equipment and environment has been carefully monitored and managed to ensure safety requirements are met.                    |  |
|                                                                                                                                                                                                                                     |  |                                                                                                                   |  | All Y6 meet swimming EKS target + additional swimming for 2 Y6 to support emotional well being.                                                                                                 |  |
|                                                                                                                                                                                                                                     |  |                                                                                                                   |  | Sustainability and suggested next steps:                                                                                                                                                        |  |
|                                                                                                                                                                                                                                     |  |                                                                                                                   |  | Coop grant application for all weather running track - applied for in Autumn 2020                                                                                                               |  |
|                                                                                                                                                                                                                                     |  |                                                                                                                   |  | Audit and replace equipment when COVID -19 restrictions are lifted. Sports captains to work with class reps                                                                                     |  |
|                                                                                                                                                                                                                                     |  |                                                                                                                   |  | Provide extra swimming opportunities if needed for Y6 in 2020/21 with the target of 100% meeting requirements                                                                                   |  |

| Forest School – _development of gross and fine motor skills, outdoor physical activity and life skills - all year groups<br>Development of key gross motor skills.<br>Forest School Level 3 Training for EY Class Teacher                                                 | Forest School Training in Autumn 2019 for VS Early Years Forest School<br><br>HC to lead Forest School sessions in half termly blocks through the year for Rabbits class Y1/2                                                                                                                                                       | £800 for course + £2,000 supply cover<br><br>Cover for HC from leadership time<br><br>£1,000 | Early Years class have weekly Forest School sessions, flexibility of use as class teacher is trained so classes do more than once a week.<br><br>Development of Forest School site within EY OLA and main school<br>Forest School site<br>Children have been actively engaged in physical activity throughout the morning or afternoon sessions.<br>Forest School sessions continues several times a week for Early Years ad Y5/6 since June partial return to school | Redevelopment plan of the EY OLA one the extension is complete.<br><br>Purchase of new Early Years outdoor equipment and storage     |
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| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                     |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                      |
| 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:                                                                                             |
| Monitor and evaluate impact on emotional wellbeing and positive mental health<br><br>Personalise peer mediation/play leader roles for each school in the Stour Federation and Introduce Y6 play buddies for Y1 as well as for Reception.<br><br>Annual audit of equipment | Play leader training personalised for Y6 play leaders / prefects through training included singing, skipping and ball games and opportunities for daily and weekly feedback.<br><br><br><br><br><br><br><br>Audit informed purchasing of new equipment, targeted at year groups to ensure that appropriate equipment was purchased. | In school staff used<br><br><br><br><br>£400<br><br><br><br><br>£445.08                      | Staff have a clearer understanding of the needs of individual children.<br><br>Fewer children were reporting having nothing to do at playtimes.<br><br>Children have taken part in outdoor physical activity using apparatus/equipment: developing teamwork skills, co-ordination, gross and fine motor skills, ball skills, racket/batting skills, hockey skills, gymnastics and dance.                                                                              | Engagement in sport following Covid restrictions<br><br>Training for Lunchtime Supervisors in playing a variety of playground games. |

|                                                                                                                                                                                  |                                                                                                                                           |                  |                                                                                                                                                   |                                                                                                                     |
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| Children to given match reports in Friday assemblies. In class competitions for athletics                                                                                        | Opportunities for reports in assemblies, newsletters and Sports Board were given to participating children. Trophies won were celebrated. | £31.96<br>£58.99 | Active participation evident during Covid-19 lockdown via Seesaw and School Games posts on . High level of participation in Virtual School Games. | Play Leader training for Y4 - Autumn 2020                                                                           |
| Engraving of trophies/ medals/ new sports shield                                                                                                                                 | Seesaw, newsletters, match reports in parent assemblies, local village magazine, flyers handed out for local clubs                        | None             | Positive engagement and feedback from families and lots of interaction and participation with families                                            | School Games Sports Leadership Award - Y6 Sports Captains - pupil leadership of virtual competitions in Autumn 2020 |
| Develop whole community awareness of sporting activities and achievements –<br>_children will be encouraged to try new sports/physical activity clubs both in and out of school. |                                                                                                                                           |                  |                                                                                                                                                   |                                                                                                                     |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                    | Percentage of total allocation:          |
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|                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                    | %                                        |
| 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>Increase the % of children participating in sport / exercise daily and weekly by providing activities which appeal to them whilst broadening everyone's understanding of sports / activities which they can participate in and enjoy.</p> <p>Extra-curricular sports clubs to raise the profile of sports within our wraparound provision options.</p> <p>Outdoor learning training for staff</p> | <p>Organisation of activities at playtimes and lunchtimes – _timetable of daily events prepared with Y5/6 pupils Travel to Toyko in school and out of school activities.</p> <p>Coaching and training for staff to deliver outdoor games and assessing PE</p> <p>Mr Hibberd – rugby, tennis, Hi 5 and athletics club ), netball</p> <p>Outdoor learning training lead by sports coach training for TA's working with key worker and KS1 bubbles during phased return in Summer 2020</p> | <p>£3000 -sports coach leading sessions for children for 30 minutes each lunchtime £2,000</p> <p>Within wraparound provision. Funding from CCA for vulnerable children no PP to attend 10 week blocks £80</p> <p>Summer term 2020 £1,402.50</p> | <p>Children are actively engaged at playtimes and lunchtimes. There is always an activity to participate in.</p> <p>Increased confidence by staff to lead outdoor games sessions</p> <p>Good level of participation at after school sport. Opportunities inclusive - all children enabled to attend up to March 2020 lockdown.</p> | Gym and dance training                   |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                    | Percentage of total allocation:          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                  |                                                                                                                      |                                                                                                                                                                                                                                                                                                               | %                                                                                                                                                                                                           |
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| 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>Link to the Cluster Sports with other schools to offer a range of competitive sports.</p> <p>Increased cross country participation</p> <p>Swimming gala participation</p> <p>Offer specialised training and taster opportunities for staff and children in a range of sports.</p> <p>Playground equipment to offer a range of throwing, jumping and ball activities.</p> <p>Marathon Kids to celebrate continued exercise.</p> | <p>Sports offered for taster sessions &amp; cluster competitions:</p> <p>Y3/4 Golf</p> <p>Y5/6 Football</p> <p>Y3/4 Football</p> <p>Y5/6 Fencing &amp; curling</p> <p>Other events cancelled due to Covid-19</p> | <p>£800</p> <p>£12 subscription</p> <p>£60 coach</p> <p>Cluster sports (£800)</p> <p>As above (£500)</p> <p>None</p> | <p>High % of KS2 have participated in additional sports throughout the year</p> <p>Extracurricular activities register shows high numbers taking part in extracurricular sporting/active clubs.</p> <p>Positive feedback from children and parents regarding taster sessions in golf and fencing/curling.</p> | <p>Focus on Lacrosse within school – Autumn 2020</p> <p>In class competitions</p> <p>Taking part in school games</p> <p>Warwickshire virtual school competitions lead sports coach and sports captains.</p> |

| Key indicator 5: Increased participation in competitive sport                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Percentage of total allocation:                                                                                                                 |
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| 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:                                                                                                        |
| Offer more opportunities for all children, regardless of ability, to participate in competitive events where they can earn a reward for themselves and collectively and take pride in their own and others' achievements. | <p><b>Inter sports</b> – cluster sports provides competition for Y3/4 and Y5/6 in a wide variety of sports across the whole year against other schools. Athletics competition against other schools via Kineton High School</p> <p><b>Intra sports</b> – termly house activities organised for the whole of KS2 including a variety of sporting events which all participate in. Marathon Kids offered weekly for all children from Nursery to Y6.</p> <p>Pancake Day races involve all children and allow them to earn house points. End of year Sports Day is competitive in groups and earns points for houses – virtual this year due to Covid-19.</p> |                    | <p>All KS2 children took part in house events and inter class competitions - athletics, rounders. Whole school - team pancake races</p> <p>Children are more confident in competitive events. Evidence of increased understanding of teamwork skills in all groups. The end of year audit was not able to take place to measure the impact empirically. Those who participated in non-competitive (i.e. not played for a trophy) sports (fencing, curling) reported that they had enjoyed participating and wanting to play more sport. Staff reported that they were more engaged in future PE lessons.</p> | <p>Increase links with secondary schools and offer more house events to KS1.</p> <p>Offer more 'non-competitive' events to engage children.</p> |

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| Signed off by    |                |
| Head of School : | Heather Childs |
| Date:            | 26/07/20       |

|                 |                |
|-----------------|----------------|
| Subject Leader: | Heather Childs |
| Date:           | 26/07/20       |
| Governor:       |                |
| Date:           |                |