

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by

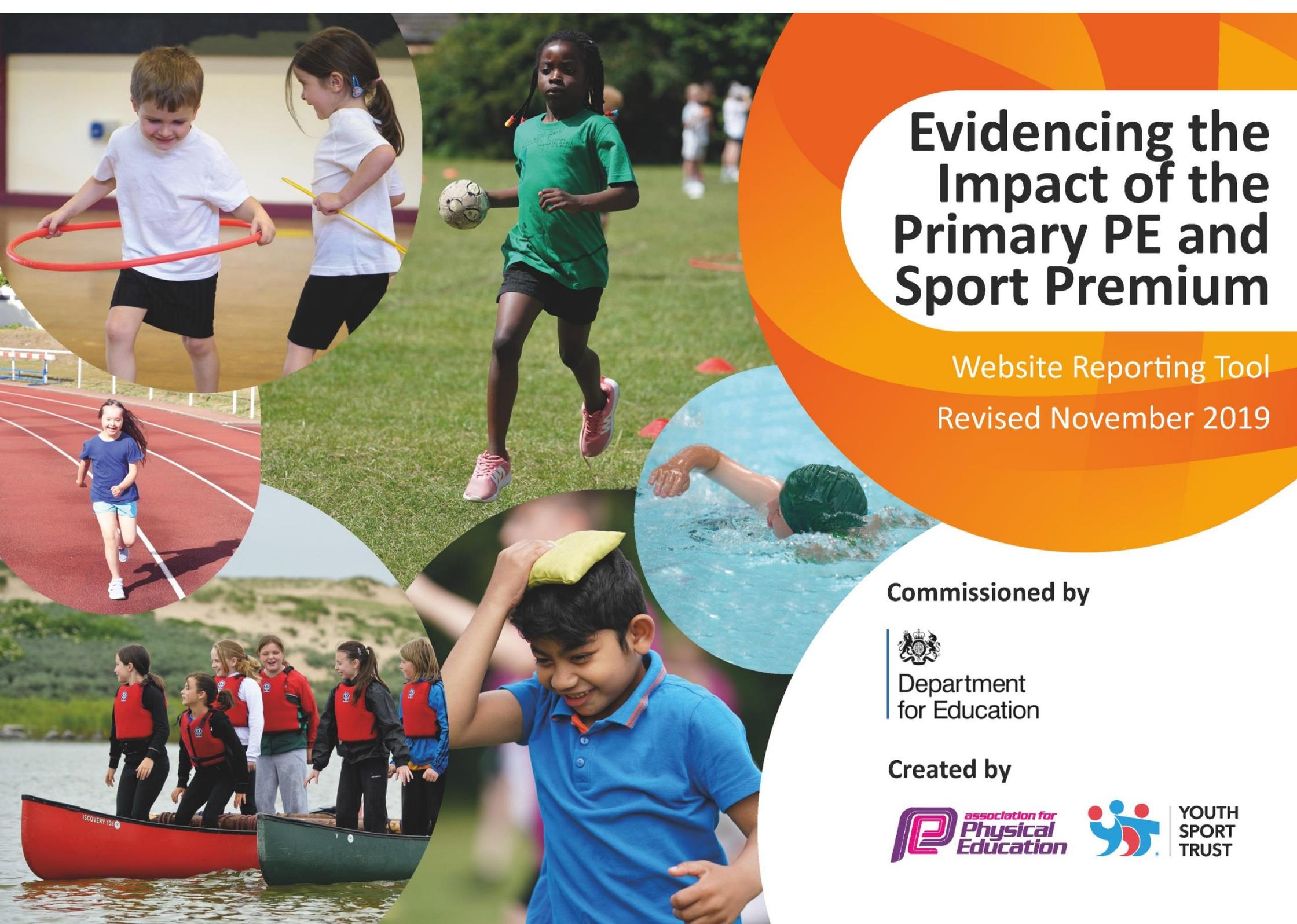


Department  
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
School Games Award Gold Mark – 2019 School Games Award Gold Mark – 2018 School Games Award Gold Mark – 2017 Winners of the Oldham Water Polo Games – 2019 Winners of the Catholic School football Tournament- 2019	Ensure that we maintain the standards expected within the School Games Gold Award Plan competitions to strive to achieve Platinum Provide more competitions and non-competition sporting activities for both Key Stages

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.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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 who cannot confidently swim 25 metre in summer term will go swimming Yes- we fund 3 terms of swimming

for year 4 class for 1 hour per week

## 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> 2020/2021	<b>Total fund allocated:</b> £17 812 <b>TOTAL Spent:</b> £22, 364 <b>School budget:</b> £4,552	<b>Date Updated:</b> July 2021		
<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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A qualified Sports Development Sports Coach is employed for 4 afternoons to plan and deliver high quality curricular PE provision for the children across the school.	Coaches to be timetabled to work with all classes throughout the year, providing a broad experience of a wide range of sports and activities which develop key skills and ensure that all children are physically active and enjoying their activities.	£13,716	All children are more physically active and have been provided with a broad range of experience in sports. The Sports Coaches have engaged all children but importantly some children who don't always join in in class.	With continued funding this high quality provision will continue. The next steps are that this provision will be used as CPD for our existing staff as we aim to upskill our staff through observing and team-teaching with the qualified sports coaches.
Provide the opportunity for Year 4 pupils to attend Swimming lessons to ensure they meet the National Curriculum Level.	Year 4 children to attend Swimming Lessons each week at Oldham Swimming Pool.	£8113	Children able to meet the national curriculum requirements for swimming and water safety	The children develop a life skill and a good base to continue with their swimming development.
Ensure that all fixed indoor and outdoor sports equipment, physical activity equipment is maintained and safe for the	Sportsafe Fixings to undertake annual checks on all our sports fixings and equipment	£35	All children are able to participate safely in a wide range of sports activities	The children are able to continue to develop a wide range of skills in a safe environment.

children to use during PE lessons and outside play.				
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
<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:

<p>- To further provide opportunities for regular physical activity during school playtimes/lunchtimes in Key Stage 2</p>	<p>- Children engaged and active joining in with activities provided by lunch time supervisors</p>	<p>£200 resources replacement</p>	<p>More children engaged in quality team games and activities during lunch times. Evidence: Playground observations. Discussions with Student Council, Pupil Voice.</p>	<p>CPD for lunch time supervisors to deliver sustainable activities and games.</p>
<p>‘Couch to 5k’ intervention in year 5 and 6 – trial for whole school</p>	<p>Targeted children will engage in ‘couch 2 5k’ running intervention</p>	<p>£0</p>	<p>The intervention was so successful that it resulted in the whole of year 6 joining in. Evidence of impact: Observations of children’s concentration remarkably improved, pupil voice.</p>	<p>To role out similar intervention / initiative across whole school. Teachers recognise the benefits of a more active timetable and therefore will continue to plan their week to include the ‘couch 2 5k’ intervention. Children more enthusiastic and more willing to contribute during lessons due to keeping active in short bursts. This will lead to academic progress over time.</p>
<p>Individual sporting achievements to be celebrated in school assemblies</p>	<p>Celebration Assemblies held to recognise the sporting achievements of our children</p>		<p>Self-esteem has been increased through whole school celebrations of sporting achievements in Assemblies.</p>	<p>This is a process has enabled us to highlight and celebrate the fantastic work that goes on each year to provide high quality PE provision to our pupils.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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 ensure that all staff deliver PE confidently and to a high standard.  For teachers to continue teaching commando Joe lessons which they have previously received training for.	- For all staff to be skilled up for their own lessons. Through co teaching and joint planning from Oldham Sport Development Service  Each class teacher to teach 1 commando Joe lesson each half term	As above <b>£13,716</b>	Children more confident and motivated and enjoying PE High quality PE teaching across the school evidenced through lesson observations. Evidence: Lesson SERFs by PE Lead. Discussion and evaluation with the Sports Development Team, Pupil voice  Children have developed their social, team work and problem solving skills.	Lesson observations indicate that teachers have benefitted from observing the Sports Development Service. They are now equipped with the skills to teach PE effectively using large equipment and from adopting teaching methods modelled by the Sports Service. B  Continue to teach commando Joe lessons next year as observations indicate huge social and cognitive benefits for our children.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>- To further increase the number of children attending after school sports clubs.</p> <p>- To Offer a variety of Sports clubs reaching out to children's different needs, abilities and tastes.</p> <p>- To provide opportunities for an eclectic range of sports to provide for all children's interest in order increase activity and enjoyment.</p>	<p>Sports Development to deliver a wide range of after school activities including archery, tennis orienteering, multi-skills, football team, football for all, netball, badminton, handball, gymnastics.</p>	<p>As above <b>£13,716</b></p>	<p>A Review of after school provision in sport led to changes made. - A wide range of after school clubs available each half term. Registers so far show a good intake including PP children. Evidence: After school club registers, Pupil voice, After school clubs annual timetable</p>	<p>Sports Development to continue to deliver after school clubs during the next academic year.</p> <p>Teachers to all undertake one after school club per year of which 50% are PE based.</p>
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Key indicator 5: Increased participation in competitive sport			
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?:
<ul style="list-style-type: none"> <li>- To participate in team events to create a sense of camaraderie and belonging through Sport</li> <li>- To liaise and make connections with pupils from different schools/communities</li> </ul>	<ul style="list-style-type: none"> <li>- Children from different year groups to attend a number of different competitive events.</li> <li>- Know what makes a good team player.</li> <li>- To engage more SEND pupils in physical activity.</li> </ul>	£300	Children enjoyed competing in competitions. Children have been able to develop their sportsmanship skills and sense of fair play with a win or a loss. Evidence: Pupil voice. Competition registration and feedback
			Sustainability and suggested next steps:
			Children and parents keen to participate in competitions. Teachers in Key Stage 2 committed to applying and competing in different events, taking responsibility for teams

Signed off by	
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