

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

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

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

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

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

| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • The tag rugby team won the School Games and the TCSSA tag rugby competitions • The tag rugby team qualified for the Manchester Winter Games • The swimming team came second in the TCSSA competition and the boys won their trophy | |

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| Meeting national curriculum requirements for swimming and water safety. | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. | 85% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 85% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 88% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | Yes |

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: £17,980 | | Date Updated: 14.05.20 | |
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| 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: |
| | | | | | 35% (£7420)% |
| 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? | |
| Employ specialist sports coaches to work in school during dinnertimes to set up sporting activities for children to participate in during lunch. | Before School Dance - Increase participation in before school activities – particularly targeting girls. Increase participation for KS1 and KS2 to train towards competition. | | £2900 £1350 | WIDER IMPACT AS A RESULT OF ABOVE <ul style="list-style-type: none"> We have continued to enter both the Tameside and TCSSA competitions. The cheerleading squad came second in the TCSSA cheerleading competition The dance squad came 4th in the Tameside Dance extreme The tag rugby team won the School Games and the TCSSA tag rugby competitions The tag rugby team qualified for the Manchester Winter Games | |
| Employ specialist sports coaches to increase participation in PE and sport within each year group before, during and after school. | Tameside sports coaches have been employed to enable the children to receive high quality provision | | £1000 £675 | | |
| | Before and after-school sports clubs have been run by teachers and teaching assistants throughout the year | | £1020 | | |
| Develop cycling skills for children in Reception | The Tameside Little Bikers scheme is aimed at teaching the children the basics of cycling as well as | | £520 | <ul style="list-style-type: none"> We will continue sports coaches for part of the provision next year. Mr Allen will also be teaching PE throughout school. School will continue to keep updated with Government guidance on PE and school sport provision. | |

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| <p>To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water.</p> <p>All remaining non-swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE.</p> <p>All pupils can perform safe self-rescue over a varied distance, so they are confident and safe in water.</p> | <p>making them more active</p> <p>16 additional swimming sessions for pupils in Years 4x2, 5 and 6 to ensure they have more opportunities to develop their skills and achieve the curriculum goals</p> | <p>£2500</p> | <ul style="list-style-type: none"> The swimming team came second in the TCSSA competition and the boys won their trophy <p>85% of pupils in year 6 can swim 25 metres.</p> <p>78% of pupils in year 6 can swim over 50 metres.</p> <p>100% of pupils increased their distance swimming by 10 metres.</p> <p>88% of pupils in year 6 can perform safe self-rescue.</p> | |
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| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>Percentage of total allocation:</p> <p style="text-align: center;">%</p> |
|--|---|

| Intent | Implementation | | Impact | |
|--|--|---------------------------|---|--|
| <p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <p>To raise the profile of PE and competition across the school</p> | <p>Celebration 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 be involved in the assemblies.</p> | | <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> We have 30 sports ambassadors who help to run lunchtime sport | <ul style="list-style-type: none"> Due to the success of 'At Home' National School Sports Week. St. |

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| Purchase of new equipment to facilitate sporting activities during dinnertime and also sports specific equipment to help team sports | Notice boards in main entrance to raise the profile of PE and Sport for all visitors and parents. | £80.88 | <ul style="list-style-type: none"> The sports ambassadors have planned an action-packed National School Sports Week – this had to be amended due to school closure. Instead we held a Virtual National School Sports Week. We had over 150 children take part in some capacity. | Paul's will include this in the sports programme for the next academic year – in whatever format we are able to, according to Government Guidance. |
| | Badges for the Sports Ambassadors. | £100 | | |
| | Audit of current sports equipment | £2000 | | |
| | Sports Ambassador Equipment – to enhance the profile of PE during the day and increase the competitive sport throughout the school. | £619.43 | | |
| | Trophies and medals – to raise the profile of competitive sport and PE throughout school. | £550 | | |

| 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: |
| Increase the specialist coaches in school to impact on the quality provision of PE and the CPD of teachers and teaching assistants. | <p>Beth Tweddle Gymnastics company delivering curriculum gymnastics and after-school gymnastics. Increase the opportunity for children across each Key Stage to receive specialist coaching and impact on the teaching and learning of staff.</p> <p>Stockport sports coaches have enabled the children to receive high quality provision. Increase the opportunity for children across each Key Stage to receive specialist coaching and impact on the teaching and learning of staff.</p> | <p>£4000</p> <p>£2520</p> <p>£3000</p> <p>£1240</p> | <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> All of the teachers and some of the teaching assistants have received high quality gymnastics CPD | <ul style="list-style-type: none"> Due to restrictions, we will be inviting some coaches back into school. However, Beth Tweddle gymnastics won't be able return to school. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |

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| <p>Additional achievements:</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> | <p>Continue promotion of sports clubs – working with children to provide a range of sports the children wish to do.</p> <p>Current range of activities include:</p> <p>High 5 netball Multi-sports Athletics Rugby Basketball Football Hockey Volleyball Cricket Dance Gymnastics Cheerleading</p> | <p>£1000</p> | <ul style="list-style-type: none"> • Until the closer of the school to the majority of children, we offered a wide range of sports provision throughout each year group. • 84% of the children in Year 1 – Year 6 took part in at least one before/after school sports club | <ul style="list-style-type: none"> • Due to bubble restrictions, any before/after school sports clubs can only be opened to one bubble at a time. • The PE lead has mapped out the sports provision for the 2020-21 academic year to ensure all year groups have to opportunity to take part. |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--|--|---|
| | | | | 14% (£2975)% |
| 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 introduce additional competitive sports in order to engage more pupils.</p> <p>Engage more girls in inter/intra school teams particularly those who are disaffected.</p> <p>Affiliation Fees</p> | <p>The Sports Ambassadors to run intra-school competitions throughout the year.</p> <p>St. Paul's to hold an intra-school sports week incorporating different sports that have been introduced throughout the year.</p> <p>Affiliation to the Tameside Catholic School Sports Association and the local Hyde Schools cluster and Tameside School Games events.</p> <p>Enabling pupils in Key Stages 1 and 2 to participate in competitive sport beyond the school day in sports such as swimming, tag rugby, cross country and cheerleading.</p> <p>To increase the after-school competition percentage.</p> | <p>£500</p> <p>£1000</p> <p>£475</p> <p>£435</p> | <p>Tameside Success:</p> <ul style="list-style-type: none"> We have continued to enter both the Tameside and TCSSA competitions. The tag rugby team won the School Games and the TCSSA tag rugby competitions The tag rugby team qualified for the Manchester Winter Games We have taken part in 47 sports events since the beginning of the academic year. | <ul style="list-style-type: none"> Due to restrictions for competitive sport, St. Paul's will follow the Government guidance regarding competitive sport. We will continue to take part when it is safe to do so for all children and adults involved |