

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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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:
<ul style="list-style-type: none"> • After school sports clubs are free of charge & delivered to all KS1 & KS2 pupils by a high quality sports coach. • A wide variety of activities are offered to attempt to engage all pupils. • Patrington Primary swimming to all pupils in Year 4 was planned for the summer 1 2020 term. • Patrington Primary offers two hours PE to ALL pupils from EYFS to Year 6 each week. • Patrington Primary have had external visitors to deliver exciting lessons, such as A Chance To Shine Cricket and Get Glowing activity, with Orienteering planned for the last summer half term. • Children have started to compete in inter competitions. • The playground has been split into 'zones' with different equipment. • The Daily Mile takes place at the end of the lunch hour. 	<ul style="list-style-type: none"> • We have recognized that staff need to continue the good practice in their delivery of PE; in order to do this, specialist coaches will work alongside members of staff for their own CPD. • We would like to offer a better quality of PE delivery. To support this we would like to purchase new equipment to inspire our pupils. • Encourage more pupils in intra school competition and offer opportunities for involvement in inter school competition. • To achieve a School Game Mark- currently, we do not have one. • Barriers to participation in PE will be another focus for the school this year. From this, we would like to see what we can put in place to combat inactivity. We have activity trackers in place to monitor the attendance of extracurricular clubs. • We would like to improve staff's knowledge and competence of assessment in P.E. in order to improve confidence and outcomes for pupils and to inform future planning.

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.	80 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95 %

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50 %
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?	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £17, 570		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: 70.5%
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:
To introduce a range of additional activities for all classes to participate in during the school day, outside of the PE lesson.	Daily mile at the end of every lunch hour break.	N/A		Pupil voice and staff voice-children are 'budded up' with another child in the school. This has helped to build up relationships with other children within our school community.	Continue daily mile next academic year.
	Extra-curricular clubs held after school for all year groups and delivered by external coaches.	£12,400		The extra-curricular clubs delivered by external coaches allow the children to participate in a range of exciting activities ranging from street dance, dodgeball, tag rugby and many more. Record of attendance shows that KS1 children attend the extra-clubs more than the KS2 children. PE lead has spoken to KS2 children to find out why.	PE lead to continue to monitor extra-curricular attendance. Speak to new external company to provide a range of exciting activities for all age ranges, particularly to engage KS2 pupils. Staff could shadow a couple of the clubs so that they can be upskilled too.

In order for our children to achieve the recommended 30 minutes of physical exercise a day, we are trialling different break and lunch time activities.	Break times were reviewed and lunch times restructured to allow more room for tailored activities. Well-being lead and play leaders take control of the playtime zones with equipment and games.	N/A	Pupil voice and staff voice-increased levels of engagement in the activities. Behaviour has improved over social times and less accidents recorded. Due to COVID 19, current year 5 pupils have not been trained to become play leaders for when they are in year 6.	New year 6 play leaders training when children return to school. Well-being lead to continue with activities.
New resources from the SSP.	New signs are in place around the playground for children to engage in different activities.	£3500	Children engaging in the activities. Children more focused in activities during social times.	Monitor any new resources available. Could develop inter-competitions between classes for the different activity stations.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8.8%
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:
Repairs to PE equipment	New equipment bought.	£1560	Improved resources for the delivery of PE lessons.	PE lead to continue to monitor resources and equipment.

<p>Children exposed to and engage in a range of activities.</p>	<p>Enrichment activities were delivered by external coaches to the whole school.</p>	<p>As per KI 1-£12,400</p>	<p>PE lead, head teacher and business manager measured the impact of the external coaches through discussions with staff.</p> <p>Pupil voice- children enjoy the different enrichment activities, particularly fencing as it is something that they have not participated in before.</p> <p>Extra-curricular club monitoring document- PE lead monitors the attendance of the extra-curricular clubs. KS1 children are more engaged in the activities than KS2 children.</p>	<p>To use an alternative external coaching company to improve outcomes for not just pupils but for all teaching staff to be upskilled too.</p> <p>PE lead to continue to monitor extra-curricular attendance. Speak to new external company to provide a range of exciting activities for all age ranges, especially KS2.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.9%
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:
PE lead to share resources and assessment strategies through CPD.	PE lead to attend PE hub meetings- supply required.	Cost of supply- £170	PE lead to share resources with staff. Improved confidence with assessing PE.	Continue to deliver CPD and share resources with staff.
Developing progression in PE.	The PE lead has worked on PE progression documents to aid planning.	N/A	Limited opportunity to work on this with staff due to Covid19 so will deliver a staff meeting to discuss the progression documents in September 2020.	Limited opportunity to work on this with staff due to Covid19 so will look to continue to develop this area in September 2020.
PE lead to discuss and review sports funding with head teacher and business manager.	Attend meetings with business manager and head teacher with local external coaches- supply required.	N/A	Good communication between PE lead, head teacher and business manager. All have a good understanding of the impact of sports funding at the school.	Continue good communication and monitor the impact of sports funding. New external company to upskill staff in the next academic year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total

				allocation:
				20.7%
Intent	Implementat ion		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:
Lessons delivered by A Chance to Shine Cricket .	A Yorkshire cricket coach delivered cricket lessons to two year groups.	£150	Pupil voice- children were engaged in the lessons and said that they enjoyed the lessons delivered by the cricket coach. A Chance to Shine Cricket have been posting online lessons due to COVID-19. Staff are using these lessons in their online learning. Promotion of cricket in our local community- this has been limited due to COVID-19.	PE lead to arrange for future lessons for next academic year. Continue to encourage children to join local cricket clubs.
Swimming lessons for year 4 pupils was planned for Summer 1- 2020.	Weekly swimming lessons for year 4 pupils was planned.	N/A	These lessons have been postponed due to COVID-19.	PE to look at rearranging these lessons for the current year 4 pupils.
SSP lessons	Get Glowing activity was delivered to year 4 pupils with year 5 children acting as helpers.	As per KI 1- £3500	Pupil and staff voice- year 4 children enjoyed the lessons and year 5 pupils enjoyed being leaders. Great feedback from the SSP delivery coach.	PE lead to arrange future SSP lessons.

			<p>I just wanted to say thank you to your leaders yesterday, they did well under such short notice and ever so polite.</p> <p>I hope the Y4 enjoyed it, they seemed to.</p> <p>Your staff are so lovely it was a pleasure coming to your school.</p> <p>Thank you and I will be in touch regarding the orienteering on June 11th.</p>	
	Orienteering was planned for Y5 class in Summer 2- 2020 term		These lessons have been postponed due to COVID-19.	PE lead to look at rearranging these lessons for the current year 5 pupils.
First Steps Wild.	This was arranged for the Summer 1- 2020 term for years 3 and 4.	N/A	These lessons have been postponed due to COVID-19.	PE lead to look at similar activities that could replace this.

Key indicator 5: Increased participation in competitive 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:
Patrington are part of the SSP and have participated in external competition.	Promotion of sport and competitions.	As per KI 1-£3500	Increased participation in inter competitions. Pupil voice- children enjoyed the competitions against other schools and there was an increase in girls wanting to participate.	Continue to promote external competitions next year to aim for Schools Game Mark.
Lessons to have an intra competition at the end of each unit.	Staff (including sports coaches) to include intra competitions.	N/A	Children to represent their house and engage in competitions.	Promote houses by having Y6 team captains and PE lead to monitor the team points.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	S. Nippress

Date:	30.06.2020
Governor:	
Date:	