



# 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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Created by:  Association for Physical Education  YOUTH SPORT TRUST

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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](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 2019:	Areas for further improvement and baseline evidence of need:
<p>All pupils in school are engaged in 30 minutes of regular physical activity through playtime and lunchtime activities and PE and Games sessions.</p> <p>The profile of PE in school has increased with more clubs taking place during school hours and afterschool with some of these being used to target identified children.</p> <p>Continued attendance at local WASP events and events organised by other schools to develop participation in competition in a range of settings and sports.</p>	<p>Further training should be supplied to develop the confidence in teachers' ability to teach physical education.</p> <p>Further opportunity to participate in competitive sports in a range of settings.</p> <p>Developing the PE curriculum further to broaden the physical activity opportunities for children across all key stages.</p>

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>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A

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?

All primary swimming and water safety education is delivered by our middle schools during years 5 and 6.

## 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> 2019/20		<b>Total fund allocated:</b> £17,218		<b>Date Updated:</b> July 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					Percentage of total allocation: 1.7 %
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:
Pupils with developmental co-ordination needs continue to receive tailored support to improve motor coordination, gaining confidence and maximising participation in all curriculum subjects.	<ul style="list-style-type: none"> <li>Learn to Move intervention planned and delivered as 'Pirate Club' by specialist TA; Learn to Move principles applied in PE lessons in class</li> </ul>		£300	The 'Learn to Move' intervention ran during Autumn and Spring until the <u>Covid 19 lockdown</u> . Children were selected by specialist TA and class teacher based on previous assessments or observations of area of need. Children with a physical area for development had a support plan and a physical development target. Evidence from the terms attendance so far shows that children are making progress and have either reached their target (green) or are working towards (orange). Targets are shared and written by Specialist TA and Class Teacher and reviewed by them also. This helps to ensure their personal physical target is developed in intervention time, PE lessons and in general class time, where possible.	Regular meetings / feedback with specialist TA. Look at 'Learn to Move' targets and 'Intervening for success' tracker over the last academic year, prior <u>to Covid -19</u> and continue to work on the targets if new ones not ready to be tackled in the next academic year 2020-2021.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1.6 %
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:
KS2 pupils to further develop their confidence in sports leadership skills. KS1 and YR pupils participate in Skills 2 Play activities with enjoyment and enthusiasm.	<ul style="list-style-type: none"> <li>Continue to develop the role of sports leaders for KS2 pupils through the 'Skills 2 Play' initiative.</li> </ul>	£100	Sports Leaders at Colehill attended a workshop with Hayeswood Sports Leaders in Autumn 2019 led by the Dorset School Games Leader. Sports Leaders (in Y4) continued to operate at playtimes and revise the games on the playground <u>until Covid 19 Lockdown</u> . Further work on sports leaders therefore could not occur.	With 'bubble systems' likely from Sept 2020 – adaptations may be needed, such as to have sports leaders in each bubble in the future. This will mean that younger children may have the opportunity to lead their peers. Games ideas and sharing of skills will be shared by PE lead but likely to be virtually so as not to enter other bubbles.
Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community.	<ul style="list-style-type: none"> <li>To plan and deliver an effective and successful Sports Day, engaging older pupils in the role of Sports Leaders</li> </ul>	£180	This was due to take place in June 2020. Due to <u>Covid-19 and lockdown</u> , this did not happen.	In light of <u>Covid 19</u> – we will seek to revise the format for such an event in 2021 in line with government guidance. We continue to aim to include more inclusive activities in order to fully integrate pupils with disabilities.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				55 %
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:
High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers.	<ul style="list-style-type: none"> <li>Specialist PE teacher to teach gymnastics and/or dance to all classes, on a rota basis, for one morning per week, and to deliver games for KS1 and KS2 one morning per week in collaboration with class teachers and acting as a mentor and trainer to Class Teacher and TAs.</li> </ul>	£8616	This was carried out until March 2020 <u>until Covid 19 and lockdown</u> . Ongoing assessment up until this point indicates rapid progress in PE for all pupils across each year group and in all aspects of PE, with the exception of Athletics as this was not yet taught when the school closed.	Continue to seek Teachers' feedback for areas of CPD for next academic year and use this information to plan where PE Specialist can be best used. Teachers' shared practice from observed lessons and any resources/ notes/ evidence they have with other staff and upload onto 'Google Drive' where possible. Review deployment of specialist teacher to maximize CPD impact.
High quality planning and assessment of PE across the school to improve progression across all disciplines.	<ul style="list-style-type: none"> <li>Purchase a new PE online scheme of work 'Get Set 4 PE' for Colehill to be used by all teachers and support staff to plan and assess pupils.</li> </ul>	£290	This had been purchased and the scheme explored by PE lead ready to share in a staff meeting. <u>Due to lockdown</u> , the meeting was unable to take place. Consequently, the implementation of the scheme has yet to be established.	Share PE progression map completed by PE lead. Share and agree on new curriculum overview and new units for PE. Train staff how to use the new scheme to plan, teach and assess pupils in 2020 – 2021.

<p>Assessment of PE is moderated and quality assured across the school leading to maximised progress in PE for pupils at all levels of achievement.</p>	<ul style="list-style-type: none"> <li>• Dedicated leadership time for PE Subject Leader</li> </ul>	<p>Half termly 6 x half day £300</p>	<p><u>Due to lockdown</u>, only three termly sessions were spent doing this.</p> <p>All teachers have completed end of year assessments for 2019-2020 based on the year so far, before Covid 19.</p> <p>Assessment sampling was carried out in Autumn 2019 in all areas across all year groups- see hard copies in PE file. All assessments indicated that children were making good progress in all areas and those that were working below in PE were identified and had targets in place to help them work towards age expectations by the end of the year. This has been disrupted though due to <u>Covid-19</u>.</p>	<p>Review and monitor PE assessments from last year (2019-2020) and identify any gaps where some key areas were not able to be taught – e.g. Athletics and where school closed due to <u>Covid – 19</u>. Identify what skills need to be taught as a priority next academic year in Autumn to ensure coverage and progression. Plan dates for assessing PE (sampling) next year, were possible.</p>
<p>High quality planning, teaching and assessment of Cricket, also enabling CPD for teachers.</p>	<ul style="list-style-type: none"> <li>• Coaches from Chance to Shine’ Cricket Teaching Staff at Colehill.</li> <li>• Access to online portal to resources / planning / wider competitions/ specialist</li> </ul>	<p>£173</p>	<p>This took place in Autumn 2019 – staff training took place after school. The teaching of cricket in PE normally happens in spring and summer terms but <u>due to lockdown</u> during this time the full benefits of such training have yet to be realised. We aim to see the impact of such training in the next academic year. Cricket equipment was also due to be bought to aid teaching but due to <u>Covid -19</u> this order was postponed.</p>	<p>Review the training from last academic year and share with staff in 2020 -2021. Staff to access and use the online portal in Autumn 2020 to find current resources and find any updated training resources.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				39 %
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>Additional achievements:</p> <p>Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development.</p>	<ul style="list-style-type: none"> <li>Forest School Specialist Teacher to teach Forest School 'active curriculum' to all children in Reception for two terms (Spring and Summer) one a half day a week with support of teaching staff in Reception.</li> <li>Specialist Teacher mentoring teaching staff during this programme.</li> <li>Forest School Specialist Teacher to teach Forest School 'active curriculum' to children in Year 1 in Autumn term for a half day a week with support of teaching staff in Year 1. Specialist Teacher mentoring teaching staff during this programme.</li> </ul>	<p>£5940</p> <p>£118</p>	<p>Teachers (Yr R and 1) and Specialist teacher initially assessed children using a resilience ladder 'criteria'. Due to <b>lockdown</b> end of year/ term assessments could not take place. However, teachers observed that children's fine and gross motor and physical development had improved. They also noted that children's engagement and emotional well-being was positive.</p>	<p>Evidence of children's learning – photographs, video and teacher observations shared with staff across the school and where possible, uploaded onto 'google drive'.</p> <p>Continue to offer a 'Forest School's' club for the next academic year if possible, however in light of Covid-19 this may / may not take place. Seek further opportunities to offer 'Forest School's to other year groups, only if possible.</p>

	<ul style="list-style-type: none"> <li>Forest School Specialist and member of teaching staff to run a lunchtime club for children in Year 2, 3 and 4. Specialist Teacher mentoring staff during this programme.</li> </ul>		This ran until <u>lockdown</u> in March 2020. Targeted pupils demonstrate enhanced self- and learning esteem, improved communication and collaborative skills and enhanced resilience to challenge as observed by teaching staff and Forest school specialist.	To be able to offer this programme in 2020 – 2021 if government guidance for Covid allows.
Further enhance children’s ability to ride a bike and stay safe –on the road and in the community.	<ul style="list-style-type: none"> <li>Bikeability course for children To ensure they reach the required national standard.</li> </ul>	£200	This was due to take place in May 2020 but did not happen <u>due to lockdown</u> .	To be able to offer this programme in 2020 – 2021 if government guidance for Covid-19 allows.
Enhance children’s skills and learning in Football in KS2, also CPD for Teachers.	<ul style="list-style-type: none"> <li>Football coaches to work with Class Teachers to deliver football skills sessions to KS2</li> </ul>	£336	Assessments and observations of sessions show that children had high levels of engagement for this sport. Attainment was also high, with 90% of children working at the expected level or above in this area. Children’s social skills and understanding of team play and spirit had also developed as a result of these sessions – evidence by teachers observations.	<p>To be able to offer this programme in 2020 – 2021 if government guidance for Covid-19 allows.</p> <p>To ensure progression – share assessment and build on these skills for the current year 3 pupils soon to be Year 4 in 2020-2021.</p> <p>Teachers to share practice and resources to help coach their colleagues.</p>

<p>Enhance children's skills and learning in Cricket in KS2, also CPD for Teachers.</p>	<ul style="list-style-type: none"> <li>Cricket coaches to work with Class Teachers to deliver Cricket skills sessions to KS2.</li> </ul>	<p>£175</p>	<p>Assessments and observations of sessions show that children had good levels of engagement for this sport. Attainment was also high, with 80% of children working at the expected level or above in games generally by the end of the year. Children's social skills and understanding of team play and spirit had also developed as a result of these sessions – evidence by teachers observations. Cricket equipment was also due to be purchased but <u>due to lockdown</u> this did not happen.</p>	<p>To be able to offer this programme in 2020 – 2021 if government guidance for Covid19 allows.</p> <p>To ensure progression – share assessment and build on these skills for the current year 3 pupils soon to be Year 4 in 2020-2021. Teachers to share practice and resources to help coach their colleagues.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.8 %
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:
Pupils of all ages access inter-school friendly competition in a range of sports, and gain positive benefits from participation.	<ul style="list-style-type: none"> <li>Participate in a core package of inter-school competition through the 'Wimborne Area Sports Partnership'.</li> </ul>	£490	In the academic year 2018-2019 we met the criteria to achieve GOLD Sportsmark Award. <u>Due to Covid -19</u> , Sportsmark have carried this achievement over for the year 2019-2020.	Continue to liaise with Wimborne Area Schools to ensure similar events/ opportunities continue in the future. Continue to liaise with SGO to ensure all applicable events are advertised and attended, where possible. Work towards achieving the Platinum Award in the future.

Signed off by	
Head Teacher:	Andrew Turrall
Date:	July 2020
Subject Leader:	Hayley Everett
Date:	July 2020