

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 2020:	Areas for further improvement and baseline evidence of need:
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p> <ul style="list-style-type: none"> Each class from year 1 onwards receiving a minimum of 2 high quality PE lessons per week using GetSet4PE as a basis for planning Sports leaders have undergone training and ran regular activities at lunch breaks PE lead has completed Leadership in Physical Education Course <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> Sporting challenges set on twitter during lockdown Sporting achievements celebrated in assemblies, school radio and newsletters Sports leaders encouraging active play during break times Noticeboards used to introduce new sports and celebrate success Race for life event involved all children setting personal challenges and running, event promoted via social media and school newsletter <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> PE lead creating knowledge organisers and progression documents for 15 separate sports being taught at Ashleigh Specialist coaches brought in to teach Karate Staff audit carried out, training needs and specialist teaching skills identified and curriculum map edited to match needs and expertise Training attended by staff – RacketPack, virtual PE conference <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> Introducing new sports to PE curriculum – basketball, volleyball, fitness, handball, badminton Curriculum map used to balance different sports and skills across KS1 and KS2, reception children starting PE lessons in spring term Alternative activities offered by sports leaders at lunchtime Broader range of afterschool clubs offered, including karate, dodgeball, dance, football, netball <p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> Hosting first cluster event at Ashleigh Primary – Cross country running (had also planned to host a netball event before lockdown) Termly intra house competitions for first two terms Personal challenges and progress through GetSet4PE fitness training Personal challenge through race for life event Attended cluster events before lockdown Competitive ‘beat the teacher’ events posted on twitter during lockdown 	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p> <ul style="list-style-type: none"> Review participation in golden mile and establish alternative for children in upper KS2 where participation is lower. Purchase new equipment for targeted lunch time activities (circus skills, dance, fitness, gymnastics, ball skills) Develop playtime leaders to run play time activities Use of larger field at break times <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> Assemblies highlighting success and participation in different sports outside of school Launch event for sport and PE in Autumn term if possible – outdoor and adventurous/challenge week for whole school Video of sport and PE at Ashleigh created and published on website <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> PE lead to run training in archery and basketball teaching Forest school training offered to three members of teaching staff <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> Increase of extra-curricular clubs offered Specialist coaches booked Introduction of archery and tchouckball <p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> Increase in intra house competitions, including in KS1 New year 5 football team entering school league Increased participation in cluster sporting activities Cluster events and competitions to be held at Ashleigh, running, netball, football

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.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84%
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 (we had an extra term booked for catch up provision directed at year 6 but was cancelled due to Covid-19)

Total allocated in 2019 to 2020 - £19,850

Total spend in 2019 to 2020 - £13,512

Due to the school closures £6338 will be carried forward to 2020/21.

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: £19,850 £13,512 Spent	Date Updated: July 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: %
Intent	Implementation		Impact	3.7%
Allocate areas on school field to play with specific equipment – children have clearly defined spaces for play and exercise.	Contact grounds maintenance and arrange markings Zone equipment MSAs briefed on expectations for certain zones	£200 for football pitch marking	New field marked out with 9 aside football pitch Running day event set up alongside race for life. Every child in school ran running a total of 1675 miles and raising £2,900 for CRUK. School field was used for cluster running event where we were able to welcome 8 other schools	Look at permanent marking of running track around large field. 2020-2019 Autumn term 1 focus on healthy living, including a travel to school scheme encouraging children to bike, walk and scoot to school. Play time leaders to be responsible for setting up and leading of active games at lunch times in 2019-2020
Provide daily opportunities in class for children to be physically active – all children are physically active during lessons	Agree daily physical activity Go Noodle/Activate. Update PE Policy to include 15 minutes per day extra physical activity Review and purchase new equipment for lunchtimes, stored centrally and set up by MSAs as class boxes were not being used.		Survey showed 89% of children engaged in physical activity during lunch and break times. (this is less than last year – although did not include the summer period, a focus on active break times has been built into next years' plan.	
Encourage home engagement in Physical activity in EYFS. Children keep physically active at home and school.	Continue to use Jim Monkey and top up resources Monitor children's activity at break and lunch time	£300 for other lunch time equipment	Year 6 basketball court was used by 50 different children over a week when monitored in April.	Look into purchase of table tennis tables and tennis nets for the summer.
Provide resources for lunch time and break time activity. Children have the opportunity for a variety of different physically active games and activities during lunch breaks.	Survey of activities children would like during break and lunch time Review current resources and equipment for break and lunch time Basketball and Netball courts set up for KS2 to use during lunch and break time		Tennis courts set up during key worker provision and return of year 6. Small basketball hoops used by KS1 children at break times.	Explore opportunity to purchase new storage area for outdoor PE equipment.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	0.6%
<p>Children are informed and excited about new sports being taught in PE lessons</p>	Create new spots display outside main hall	n/a	<p>Student voice, gathered from PE survey with year 3. "Cool! Do we really get to do basketball this year?"</p> <p>"I can't wait to learn handball, my brother plays it at high school so I know some of the rules."</p> <p>"I have wanted to play badminton for ages, since I played on holiday, I am going to get some things so I can practice at home."</p>	<p>Create videos of new sports being played/taught to add to school website and twitter.</p>
	Curriculum map created to ensure broad coverage across KS1 and KS1	n/a		
	KS1 developed to focus on key skills with the introduction of new sports being managed across KS2	n/a		
<p>All Intra and Inter school sports competitions to be monitored and included on school displays and celebrated in assemblies.</p> <p>Children celebrate success and enjoy representing their school.</p>	HLTA to organise termly intra house competitions	n/a	<p>14 children completing swimming gala awarded certificates in assembly.</p> <p>3 Children representing Ashleigh at the SNSSP cross country event. Posted onto twitter.</p> <p>35 twitter posters relating to sport and PE</p> <p>10 additional sports challenges posted onto twitter during lockdown – around 4500 views between them.</p>	<p>Create quarterly sports newsletter.</p> <p>Add videos to sports section of website.</p> <p>Assemblies with a focus on sporting heroes.</p> <p>Display board to be managed by new playground leads.</p>
<p>Continue scheme of primary sports leaders.</p> <p>Children are given opportunities to lead and take responsibility for running activities at lunchtime.</p>	HLTA to support through provision of equipment and training.	£75	<p>Year 5 and 6 children offered the opportunity to apply as sports leaders. 8 Sports leaders appointed in the Autumn term. Worked with HLTA to provide sporting activities at break time.</p> <p>an additional 15 children volunteered to support running of Ashleigh cross country running event. Welcoming children from other schools, recording times and giving certificates.</p>	<p>Developed into playground leaders, working alongside Paths ambassadors to help support active play and mental wellbeing.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	11.2%
<p>Purchase of GetSet4PE scheme of work for KS1 and KS2. Teaching of PE lessons is of a consistently high quality. Children are offered a broad curriculum with skills and knowledge being taught progressively across year groups. Lessons will be rich in 'sports vocabulary' and will focus on transferable fundamental skills as well as sports specific skills and knowledge. There will be explicit links made between the PE and Science curriculum. Children will be able to articulate the impact of physical activity on their body in line with progression document.</p> <p>Subject leader to create progression maps for skills, knowledge and language in different areas of PE teaching. There will be clear progress in skills, knowledge and understanding across year groups in all aspects of PE teaching.</p> <p>Ensure all equipment used is safe and correctly maintained. Children will have access to safe, high quality equipment.</p> <p>Children are able to be taught badminton using the RacketPack scheme. Children are offered high quality teaching. Teachers are given opportunity to specialise in specific aspects of PE teaching.</p>	<p>CPD training for all staff looking at structure of planning and curriculum map</p> <p>Arrange supply</p> <p>Introduce 'knowledge organisers' in staff meeting. Costs incurred include supply cover for leadership release.</p> <p>Contact Sports safe for equipment review and repairs where needed</p> <p>Two teachers attended RacketPack CPD at Framingham Earl High School</p>	<p>£1090</p> <p>£200</p> <p>£200</p> <p>£40</p>	<p>Improved consistency in teaching and progression of learning across KS1 and KS2. All year groups now using GetSet4PE as a starting point for planning. All year groups using progression documents to look at skill progression within their year group.</p> <p>Clear progression of skills, knowledge, understanding and experience across the curriculum by 2020</p> <p>Children continue to enjoy using trim trail</p> <p>Resources purchased from RacketPack to allow teaching of badminton across KS2. Now being taught in year 3,4 and 5. Staff using RacketPack scheme of work to support planning. Staff registered on Badminton England website.</p>	<p>Monitoring of teaching in Spring Term 2020 to develop CPD opportunities based on areas of need.</p> <p>Look at option for assessment monitored on GetSet4PE</p> <p>Research option of new upper KS2 trim trail. Meetings held with PTA and outdoor learning team.</p> <p>Contact Julie Pike to run badminton course with year 3/4</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	62.6%
All children in year 2 to achieve a red belt in Karate. Children experience success through sport and have the opportunity to gain nationally recognised qualifications.	ESKA completed 10 week training course with 63 children. All children achieved their red belt. Grading held at school.	£1000	All children have an understanding of the basics of Karate. All children offered opportunity to joining local Karate club. Impact of offer currently unknown as grading was close to lockdown.	Continue Karate next year.
Children experience a broader range of sports during PE lessons. All children have the opportunity to develop skills in a variety of different sports.	Purchase of equipment to teach archery in KS2	£1320	Archery added to PE curriculum beginning in year 3. CPD being offered internally.	Build opportunities to develop profile of Karate outside of school through assemblies and demos at school.
	Equipment and training for teaching Tchouckball in year 6	£1025	Initially taught in year 6. Equipment also used in KS2 ball skills PE sessions.	Afterschool club offered by member of staff
	Other PE equipment including badminton resources.	£1244		Video to be made by PE lead and year 6 children introducing the sport
Children will have the opportunity to have regular access to physical activity as part of the schools outdoor learning offer. Three teachers being trained as Forest School Leaders.	Book three teachers, Lauren Ellero, Luke Wheeler, Lizzie Landis onto training course with Green Light Trust. Forest school and outdoor learning to be developed initially in year 3 and EYFS	£3900	Training booked for October 2020, each teacher to produce impact document as part of training. Outcomes to be included on next year's PE premium impact document.	Allocation of equipment to specific year groups in line with Covid-19 PE risk assessment.
				Work alongside outdoor learning lead and PP lead to establish forest school throughout the school, early morning forest school club and links between PP, PE and SEND spending.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	21.8%
<p>To increase opportunities for children to compete in cluster events or festivals. To develop Ashleigh's involvement in running cluster events, beginning with one event this year and growing to three the following year. All children are given the opportunity to represent Ashleigh through sport.</p> <p>To maintain involvement in competitive football leagues. Children are given opportunities to compete against different schools.</p>	<p>Calendar of sporting events HLTA to monitor more reluctant children to take part in cluster festivals</p> <p>Participation of Pupil Premium children to be monitored</p> <p>Participation of children with SEN to be monitored</p> <p>Continued with year 6 football team Investment in resources for year 5 team</p> <p>Membership of local and national football associations</p>	<p>Coach travel to competitive events and sports festivals: £450 (significantly reduced due to cancelled events)</p> <p>New goals for two teams year 4 and 5 and to be used in PE lessons £2438</p> <p>FA membership £35</p> <p>Norwich primary school football league £35</p>	<p>School achieves Gold Mark in PE</p> <p>Year 5 and year 6 football teams both competed in local leagues – 31 children represented the school as part of a competitive football team.</p> <p>A friendly match organised for year 3 football team with 8 children attending.</p> <p>Impact of new provision for years 4 and 5 not yet seen due to school closure.</p>	<p>Set Gold mark criteria as baseline expectation for number of children competing</p> <p>8 intra sport events 6 Inter sport events Plus 3 b teams and 3 c teams</p> <p>Include intra house results in school assemblies, sports newsletter website, twitter feed and class blogs</p>