

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 **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"> Westgarth has successfully continued the Girls' Active programme that has helped every girl from Year 1-6 in being more active and given them role models to look up to while helping the actual Girls' Active girls. Westgarth successfully tracked the participation of all the children for what physical activities they did outside the curriculum to see which children were 'less active'. Swimming percentages continued to be high due to the earlier starting point of Year 1 that continues to be successful. Westgarth officially bought into a skills-based programme of work 'Jasmine' that fits into the school PE ethos and direction. PE equipment has increased dramatically which will allow for more range and scope with teachers teaching PE. 	<ul style="list-style-type: none"> Staff need to buy into the new programme of work and ensure that they use this as CPD as well as a resource so that we higher skilled PE teachers. Emotional and mental health will be very important in September and moving forwards. Special care and thought needs to go into next year's funding. Physical fitness levels of the children will have dropped so this will need to be looked at moving into September and moving forwards on how we can close the gap.

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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/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: £18,681		Date Updated: 24/07/20	
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	
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?:
1a. To increase engagement of children in physical education.		1a. Daily Mile- Children to run for around 10 minutes each day around the flagged track on the field/designated playground.		1.a £0	1a. Increased level of children getting their 30 minutes + of active minutes.
1b. To upskill children in Upper Key Stage 2 to make themselves more active and also younger children.		1b. Training of 'new' playground monitors to support playground games.		1.b £0	1b. Increased uptake on Westgarth friends and engagement with younger children during playtimes.
1c. To increase the 'active' minutes used in play times and PE lessons.		1c. Purchase of equipment to support active lessons and PE lessons.		1.c £1,309	1c. Further engagement in lessons with staff being able to offer more chances to be active in lessons.
1d. To increase the numbers joining in PE on a regular basis.		1d. Purchase of green shorts for every year group to have clean spare kit for children to join in.		£180	1d. Increased participation in PE lesson for more vulnerable groups and teachers feel more confident to get everyone in their lesson ready learn.
					£1,489
					Sustainability and suggested next steps:
					To build on more ways that staff can involve active lessons and chances to give children more chance to be active.
					To continue to include all children in PE and Sports throughout the school year.

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	£122
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:
2a. Year 6 children to be upskilled and to work with younger girls to inspire and grow on personal skills.	2a. Girls' Active to work with Year 2, 3, 4, 5 and 6 one afternoon a week. Each year group gets a half term.	2a. £0	2a. Year 1, 2, 3, 4, and 6 girls all increased their active minutes for a half term each, once a week and reported that they were inspired to be part of the team when they get to Year 6.	To continue to train girls that are in Year 6 to work with other girls in Westgarth. Boys mentioned the desire to have a boys active so this will be explored also.
2b. To increase awareness of what physical education and sport that is happening at Westgarth.	2b. Children and staff are trained to tweet, blog and report on sporting activities in school.	2b. £0	2b. Increased the content that is being shared through social media, the website and the Westgarth Weekly.	
2c. To promote the sporting success and participation in school.	2c. Celebration assembly every week, to ensure the whole school is aware of the importance of PE and sport.	2c. £122	2c. It has continued to grow the enthusiasm of what the children at Westgarth are achieving.	
2d. To build up leadership and the profile of the importance of PE in school.	2d. Sports Leader training.	2d. £0	2d. All Year 6 children to do the Sports Leader training.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£8,443
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:
3a. To increase the staff's understanding of its use and delivery.	3a. Super movers- Staff to be trained on how to use it.	3a. £0	3a. Some staff are using Supermovers to help with general teaching.	To upskill teachers on dance, delivering a skills-based curriculum and how teachers can make the children more active throughout the school day.
3b. To upskill the staff on how to deliver different aspects of PE.	3b. CPD- Release time for staff to train, team-teach, observe and be observed.	3.b £500	3b. Staff feel more confident on certain aspects of the PE curriculum.	
3c. To upskill staff on delivering PE in different year groups with team teaching.	3c. Continuous professional development program for teaching staff delivered by a specialist PE teacher (Mr Buckby) delivered to each year group within school.	3.c £4,663	3c. Staff feel more confident on certain aspects of the PE curriculum especially the ones that moved year groups.	
3d. To upskill certain members of staff.	3d. CPD on training for staff.	3d. £0	3d. Numerous aspects of PE upskilled in key areas of the school.	
3e. To introduce a skill-based PE curriculum and to give some context to teach it through the school.	3e. Staff meeting with Ryan from the FA.	3e. 0	3e. Very positive feedback from the teachers and a shift move from teaching sports to skills that can be applied across any sport.	
3f. To make teachers more confident with the curriculum.	3f. Buy into a programme of work to help guide teachers through the teaching PE and ensure skill progression.	3f. 3,280	3f. Bought in July ready to go for September.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	£5,727
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:
4a. To help offer a chance to children to experience a range of PE and sports.	4a. Continue to offer wider range of activities: -Yoga -Dance Magic -Destination Judo -Team Soccer 442 -School Sports Partnership -Yoga Bugs	4a. £2,490	4a. Children's social interaction and calmness has increased and incidents at play and dinner times.	To continue to build on the broad range of sports and activities. Bring in a boxercise company and buy resources for long-term sustainability. Didn't happen due to coronavirus.
4b. To increase the experience of children joining in with different sports.	4b. Staff to run activities/lessons -Football -Rugby -Cycling/Bike Ability -Golf -Running	4b. £0	4b. Increased number of after school clubs and participation.	
4c. To train the staff to offer the range of sports for the children.	4c. Training Golf, OAA and cricket.	4c. £0	4c. Staff have done more PE based clubs due to upskilling.	
4d. To increase inside and outside participation in cricket.	4d. Bought into the cricket association specialist coaching.	4d. £150	4d. More children understand the sport/game of cricket and tried out for the local cricket club.	
4e. To offer more year groups a wider and specialised experience.	4e. Sports specialised teacher.	3.d £3,087	4e. Greater importance has been put on PE at Westgarth.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£ 2,850
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:
5a. To increase the participation and inclusion of all children in the school.	5a. School Games Day	5a. £50	Didn't happen due to coronavirus.	To continue to buy into the Sports Partnership to ensure that children compete and to give intra school a continued focus.
5b. To increase the participation and inclusion of all children in the school.	5b. Inter school festivals and fixtures for a range of sports and enter as many children as possible.	5b. £2,800	5b. Increased number of children joining in participation against other schools.	
5c. To increase participation of competitive fairly.	5c. Use a database to track children's participation throughout the year to identify gaps.		5c. Successfully tracked throughout the year and gaps identified.	Use the database to target children moving into their next year group.

Signed off by	
Head Teacher:	J. Woodhead
Date:	17/07/2020
Subject Leader:	Andrew Duncan
Date:	11/07/2020
Governor:	Ruth Bolton
Date:	24/07/2020