

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
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](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](#).

# Lambley Primary School Action Plan 2019-2020

| Key achievements to date until July 2019:  | Areas for further improvement and baseline evidence of need:  |
|--|---|
| <p>Improved teacher confidence as a result of excellent CPD opportunities.</p> <p>Greater involvement in local sporting events – improving general fitness, physical activity and key life skills (including sportsmanship and improved confidence.)</p> <p>Increase in the number of children who engage in physical activity through after school clubs and a wider offer within the PE curriculum</p> | <p>Develop a system for tracking children’s confidence, enthusiasm and effort within PE.</p> <p>Develop a system that will enable us to assess improvement in children’s general fitness.</p> <p>Provide greater opportunities for the younger children in the school</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> | <p>95%</p> <p>18/19</p> |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  | <p>95%</p> <p>18/19</p> |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | <p>89%</p> <p>17/19</p> |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?  | No – not at present     |

## 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> £17,160 (TBC) |   | <b>Date Updated:</b> November 2019 (live document)  |   |
|---|--|--|---|---|---|
| <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:<br>£1460 (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:      |
| To develop sports leaders who lead physical activity during break times and lunch times (including purchase of new equipment that is needed)  | Use PE coach to teach children key leadership skills and activities that they can teach other children in school   | £360 (training time)<br>£500 (equipment)   | PE coach is able to share expertise with the children.<br>School has sports leaders that promote fitness throughout school. | Train children in LKS2 so school has sports leaders that remain in school for years (who can develop, improve and train others) |   |
| To purchase fitness program that tracks children progress with physical activity and challenges them to improve.  | Purchase Fit4school programme<br>Undertake training<br>Test children termly and provide challenge cards for them to improve.   | £600                                       | Termly tests will show children's fitness is improving.   | Begin to involve family of schools in Fit4School programme (allowing for moderation of programme and data)                      |   |
| To ensure children are given the tools to take responsibility/ownership for their own health and fitness; building on the Fit4School program being introduced in school.  | Build Fit4School programme into timetable (Break times, lunchtimes, PE Warm-ups)<br><br>Use Fit4school challenges to enhance physical activity out of school (exercise at home and during school holidays) | £0   | Evidence (through break times and lunchtimes) that children are pushing themselves to improve                               | Celebrate children's individual successes with challenge cards (assembly, medals, trophies)                                     |   |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |                    |  | Percentage of total allocation:<br>£4200 (24%)                              |
|---|---|--------------------|--|---|
| 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 develop Fitness Day across the school and school community, improving fitness, concentration and readiness for work.                                     | Run Fitness club at lunchtime (run a mile)  | £0                 | Health, fitness and well-being of children will continue to improve. Children will show better concentration and readiness for lessons.      | If successful, school will continue with and extend initiative              |
| Complete PE well-being and confidence questionnaire – ascertaining children’s current views and areas to develop  | All children to complete questionnaire in autumn term (data to be collated)<br>All children to repeat questionnaire in Summer term.<br>Sports Coach to analyse and build activities that will address areas that need developing. | £200               | School sees improved scores over the year as children’s engagement, confidence and skills in PE continue to improve.                         | Questionnaire to be reviewed (improved if necessary) and repeated yearly    |
| School will apply for and celebrate the Schools Games Mark (SGM)  | Review criteria for SGM<br>School to offer a range of sports internally and externally so more children get the chance to participate and excel (whilst also supporting our work on SGM)  | £300               | School achieves, at least, a Silver award through SGM  | Provision enhanced so school can achieve GOLD award through SGM             |
| Trophies and medals to be purchased to celebrate school sports, PE and children’s achievements.   | Purchase medals and lead celebration assembly   | £200               | Children know that their efforts and successes are celebrated<br>Parents support our celebrations<br>School continues to raise profile of PE | Trophies can be used year on year.<br>Medals will need replenishing yearly. |

|   |   |              |   |   |
|---|---|--------------|---|---|
| <p>To purchase a PE program that will enhance the teaching of PE, lead to staff development, a broad and balanced PE curriculum and whole School improvement (IPep)</p> | <p>Find a suitable PE program; that meets our needs<br/>Build program into school's rolling programme for PE<br/>Use system to track progress</p>   | <p>£500</p>  | <p>PE Programme compliments our curriculum and the work undertaken by additional sports providers and coaches.<br/>Staff's confidence in a range of PE sports/activities continues to improve</p> | <p>Programme will need renewing yearly.</p>                             |
| <p>Purchase and improve PE equipment that will enhance PE provision and ensure school has the correct equipment to develop a wide range of skills.</p>                  | <p>Evaluate school's current needs.<br/>Purchase the relevant equipment needed to develop and enhance the PE curriculum.<br/><br/>Ensure equipment is used throughout the school year and thus enhancing the children's learning.</p> | <p>£3000</p> | <p>School will be able to teach and develop key skills all year<br/><br/>Wider range of PE units/topics are being taught in school.</p>   | <p>New equipment will last years but will gradually need replacing.</p> |

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>   |  |   |  | Percentage of total allocation:   |
|--|--|---|--|---|
|  |  |   |  | £4050 (23%)   |
| <b>Intent</b>  | <b>Implementation</b>  |   | <b>Impact</b>  |   |
| 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:  |
| Provide CPD opportunities for all class teachers tailored to needs of staff (and pupils). As a result, pupils will have higher standard of PE provision and learning.                    | Ascertain staff needs and find CPD that supports this.<br><br>Sports coaches used to develop and enhance teachers knowledge and skills<br><br>Provide Gymnastics CPD, Basketball CPD, Cricket CPD (list to develop as teachers needs are identified) | £3000<br><br>£400 Basketball<br>£650 Gymnastics<br>£0 Cricket | Staff skills and breadth of knowledge has improved.<br><br>Staff confidence has improved. Quality of PE has improved across school.    | Staff will be able to deliver wider range of PE and sports.<br><br>High quality CPD (that would benefit additional staff) will need renewing (yearly) |
| To develop a PE program across school that provides staff with new knowledge, opportunities to practice new skills and deliver new PE sessions. (IPep) (Linked to key indicator 2 above) | Provide IPep training so staff can utilise program. Develop a new rolling programme that builds on existing knowledge whilst also providing new in-house CPD for staff   | £0  | The school will have added to their broad and balanced PE curriculum. School will have a clear system for tracking children's progress | Extend IPep if it is having impact on staff's teaching and children's outcomes.   |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>   |  |   |  | Percentage of total allocation:   |
|  |  |   |  | £2250 (13%)   |
| <b>Intent</b>  | <b>Implementation</b>  |   | <b>Impact</b>  |   |
| 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 develop a greater range of sports and fitness clubs offered to pupils (Football club, basketball, cricket, yoga, dance)<br/>*with a particular focus on KS1</p> | <p>Ascertain needs and interests of current school community (Questionnaire) – run clubs that build on children’s interests.</p> <p>Provide regular clubs for both Key Stages (develop timetable and rolling programme)</p> | <p>£1500</p>                                 | <p>More children will take part in a wide range of sporting/physical activities</p> <p>More children able to enhance current ability and develop new skills</p> | <p>Review, improve and implement new timetable/rolling programme</p> <p>Renew clubs that have been well attended/successful.</p> <p>Through new questionnaire, ascertain what else children would like</p> |
| <p>Provide opportunities that develop the children’s balance, co-ordination and agility (Bikeability)</p>   | <p>Arrange Bikeability and Balance Bike training for Y3 and Reception respectively</p>  | <p>Bikeability (£0)<br/>B Bikes (250)</p>    | <p>Children given different opportunities to develop ABC</p>  | <p>Book again for next year’s cohort</p>   |
| <p>Provide residential with a key focus on health, fitness and physical activities.</p>   | <p>School provides 2 residential a year (Y4 and Y6)<br/>Activities are booked that enhance current provision in school</p>  | <p>Subsidising cost of activities (£500)</p> | <p>Children improving health and fitness whilst also developing team work and determination</p>   | <p>School to continue to build residential into academic calendar</p>  |

| Key indicator 5: Increased participation in competitive sport  |  |  |  | Percentage of total allocation:<br>£1500 (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:   |
| As with previous years, some funding has been allocated to increase our participation in sports competitions and festivals with other schools (transport, staffing, sports leaders); Every class will take part in at least one family festival of sport and we will also send teams to take part in competitive events. | <p>Boccia festival attended with a focus on provision for SEND pupils from across the family of schools.</p> <p>Timetable of basketball matches for KS2</p> <p>Participate in Gedling schools Sports hall athletics</p> <p>Y1-Y6 to participate in school-school sporting activities</p> | £1200 (staff costs and transport)      | <p>All classes have taken part in at least 1 sporting event within the family of schools.</p> <p>Children given opportunities to compete in sporting events (that build on work in PE and enables them to enhance skills learnt this year)</p> | <p>Continue to attend events run by family of schools.</p> <p>Add new sports to family festival events – extending opportunities for the children.</p> |
| Arrange cross-school competitive Sports Day so children can compete and work with children from different schools.   | <p>Following own sports day, children would attend a local primary school and compete against their children. Both schools would celebrate achievements, effort, team work and sportsmanship.</p> <p>Schools would purchase trophies/medals to celebrate this.</p>                       | £300 (sports coach, transport, medals) | Children given opportunities to compete in sporting events (that build on work in PE and enables them to enhance skills learnt this year)  | Undertake shared sports day every year (looking into the option of adding further schools to extend opportunity.)                                      |

|                 |                                |
|-----------------|--------------------------------|
| Signed off by   |                                |
| Head Teacher:   | Lee Christopher                |
| Date:           | 26/11/19                       |
| Subject Leader: | Lee Christopher / Ian Robinson |

|           |                |
|-----------|----------------|
| Date:     | 26/11/19       |
| Governor: | Liam Wiltshire |
| Date:     |                |