

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 2020:	Areas for further improvement and baseline evidence of need:
<p>All class teachers supported by PE coach to develop skills teaching PE All class teachers have access to online planning and assessment materials Developed timetable of extra-curricular clubs More staff now involved in extra curricular provision Two new class teachers have been recruited with specific interest in PE Sports ambassadors selected and attended one day training course Participation in local competitions:, girls football (September 19), Boys football, Table tennis, All classes regularly taking part in daily mile and assessments showing progress in times and fitness</p>	<p>Development of daily mile offering Development of extra-curricular offer, particularly for KS1 CPD for all staff to deliver PE and sport opportunities Facilitate increased daily activity outside PE lessons Investigate top up swimming sessions for year 6 Audit and purchase new resources to support this plan Develop opportunities for physical activity outside the curriculum Engage wider community in sport and fitness</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? 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.</p>	Unable to collect reliable data due to COVID
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	Unable to collect reliable data due to COVID
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Unable to collect reliable data due to COVID
<p>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?</p>	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: £17,660		Date Updated: 2.10.19, 18.11.19, 15.07.20	
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:
					% 33%
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, Commitment to the daily mile for all children <i>Every child has a daily organised opportunity to improve their fitness, and their physical and mental wellbeing.</i>	Measure baseline time for all children at the start of the year and every half term to monitor impact Teacher CPD from sports coach to enable all to coach children to develop fitness and stamina.	Sports lead / PE coach and class teachers time See 3a/3b	Baseline times and half termly data for all children Monday afterschool cross country Friday after school athletics Updates and support for teachers in staff meetings (Minutes) Class teachers have records of daily mile improvements to support and encourage classes Newsletter updates to parents regarding daily mile activity on website	Sustainability and suggested next steps: Develop calendar of run events Parental engagement Running track Develop recognition and reward systems for personal achievements in the daily mile Help to provide sports kit for children Develop calendar of run events	

<p>1c, Develop offering of extra-curricular clubs with a focus on vulnerable groups and non participants</p> <p><i>Children have the opportunity to develop skills in their chosen sports or activities and they learn and benefit from being part of a team.</i></p> <p>1d, Development of active play at break and lunchtimes</p> <p><i>Children are supported to learn new physical fun games, older children have a chance to develop leadership skills.</i></p>	<p>Identify KS2 children not participating</p> <p>Review our offer to engage all children</p> <p>Engage external clubs in offering opportunities</p> <p>Reflect on barriers to participation and take action</p> <p>Part of sports coaches timetabled day to include organising play time activities</p> <p>Sports coach - Training for MSAs and sports ambassadors</p> <p>Sports coach / SLT / teachers lead play activities</p> <p>Investigate skip to be fit / boxing</p>	<p>Sports lead / PE coach and class teachers time</p> <p>See 3a/3b</p> <p>Sports lead / PE coach and class teachers time</p> <p>In addition Training time for MSAs and resources £200</p>	<p>Records of participation in clubs</p> <p>Records of participation in competitive and non-competitive activities</p> <p>Quality mark evidence focus on vulnerable groups participation</p> <p>Monitor physical activity during break times with particular focus on vulnerable groups</p>	<p>Termly review of provision and identify gaps – clubs not yet offered / children not participating</p> <p>Review extra curricular club provision for lower ks2 and ks1</p> <p>Continue to investigate training and resources and opportunities for clubs to encourage non participants 2019 -20</p> <p>Staff team to develop project 2019 -20 CPD for MSAs and sports leader training as well as active play being part of sports coach role.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12 %
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:
2a, Sport and fitness celebrated and promoted <i>Children increasingly aware that at Beech Hyde we celebrate activity.</i>	Sports ambassador training and ongoing support from sports coach Sports news shared in newsletter and in weekly sharing assembly	Sports lead / PE coach time See 3a/3b	Sports ambassador training and records of ongoing meetings and planned actions Publication of sports news – sharing assembly, newsletters and twitter Purchase of trophies / medals	Set up meetings Promote opportunities for sports ambassadors to support other children Regular sports ambassador training with PE coach including play leading
2b, Mental and physical well-being on school improvement 2018 – 19 Wellbeing quality mark <i>Children understand the links between physical activity, fitness and health</i>	Include mental and physical wellbeing on SDP Positive minds drivers to be focus in PE / sport activities	Sports lead / PE coach time See 3a/3b	Updates to school development plan	Champion inclusion of mental and physical wellbeing on future SDP Measure impact of actions taken and review next steps
2c, Include use of Beech Hyde Drivers – challenge / inclusion and positive minds in all PE and sport related plans <i>School community see the inclusion of drivers in all aspects of PE at Beech Hyde</i>	PE/ sport leaders consider how to include drivers in lessons and extra curricular activities	Sports lead / PE coach time See 3a/3b	Photos of teams / events include positive mind animals Evidenced when submitting for the quality mark	Continue to engage with sports partners to benefit from training and CPD.
2d, replace and update equipment <i>PE/ Sport seen as important investment by children and the school community</i>	Audit and replace equipment	Sports lead / PE coach time See 3a/3b	Track purchases of equipment	Continue to monitor and update equipment.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
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:
3a, Subject leader for PE to develop our offer and manage sports premium, sports coach and our curricular and extra-curricular offer <i>Improve quality of PE offering curricular and extra curricular</i>	Dedicated time to manage PE/ Sport Support from PE partner Training and conference Regular reviews with link governor	Planned: £3,000	Nominate for local awards – St Albans schools and St Albans and District Sports Awards Subject leader action plans and reports Sports premium document Increased participation	Continue next year to develop subject Management of sports coach to implement CPD and raise profile.
3b, Sports coach role change academic year to focus on developing sport and fitness at Beech Hyde School.	Plan new timetable for PD Support teachers to develop skills and knowledge to teach PE Breaktime and lunchtime facilitate opportunities for physical activity Physical maths to support interventions Extra curricular clubs Supporting participation at events Developing the role of sports ambassadors and MSAs	Planned £8,236 Autumn term higher level of support for class teachers	All teachers increased confidence teaching PE Timetable shows these activities Teacher audit of confidence repeated end of academic year	Consider how this role could be developed in the next academic year

<p>3c, Sports coach and class teachers to undertake training to develop role</p> <p><i>All staff up to date with curriculum requirements and can assess children against age related statements</i></p>	<p>Audit knowledge and understanding of curriculum content and assessment and identify training requirements</p> <p>Review offers of CPD</p> <p>Book training</p> <p>Cover supply</p>	<p>Sports lead / PE coach and class teachers time</p>	<p>Record log of training</p> <p>Log of cover booked</p>	<p>Continue with sports coach CPD as required</p> <p>Review local training opportunities from St Albans Sports partnership</p>
<p>3d, CPD to develop appreciation of the role of the daily mile in improving children’s mental and physical wellbeing</p> <p><i>Children are supported to enjoy, improve and develop.</i></p>	<p>Support from school games partner</p> <p>PE lead / coach to provide training tips on how to engage, motivate and develop children when taking part in the daily mile.</p>	<p>Sports lead / PE coach and class teachers time</p>	<p>Daily mile data</p> <p>Class posters of participation</p> <p>Feedback from teachers about support given and confidence to support their children</p>	<p>School registered on Daily Mile website to receive resources and support</p> <p>Ongoing contact with Hertfordshire School games Daily Mile partner</p>
<p>3e, CPD for all teaching staff on: using equipment safely in hall setting up circuits for indoor or outdoor activity</p> <p><i>Children have opportunities for structured physical activity and development of personal skills and teamwork outside of their PE lesson</i></p>	<p>Timetable staff training Autumn term</p>	<p>Sports lead / PE coach and class teachers time</p>	<p>Developed indoor circuit guidance</p> <p>Actions: monitor impact and record use of equipment and pupil responses</p>	<p>Investigate the development of sensory circuits to support children with specific needs.</p>
<p>3f, Trained sports coach with PE leader to develop PE curriculum provide teacher CPD for all class teachers to develop confidence in teaching PE / Sport.</p> <p><i>Children receive quality teaching and learning from a qualified sports coach</i></p>	<p>Ongoing training and development for class teachers</p> <p>Ensure subsequent years build on skills and knowledge</p>	<p>Sports lead / PE coach and class teachers time</p>	<p>Lesson observations</p> <p>Pupil and parent feedback</p>	<p>Continue to engage with sports partners to benefit from training and CPD. (Harpenden consortium, School Games St Albans)</p>

<p>3g, Sports coach and class teachers develop robust assessment in PE/Sports and use this to challenge greater depth children and support those working below age related.</p> <p><i>Assessment ensures continued focus on those working below age related to develop their skills and abilities and those working at greater depth to give opportunities to develop talents.</i></p>	<p>Review the way PE is assessed.</p> <p>Look into the assessment opportunities which are part of the PE scheme</p>	<p>Sports lead / PE coach and class teachers time</p>	<p>Assessment data more robust</p> <p>Assessment drives focus on vulnerable groups and Sen participation (identified through quality mark)</p>	<p>Sustainable assessment processes for PE / Sports</p>
<p>3h, All involved with teaching PE/sport and extra curricular activities have a focus on vulnerable pupils with a view to improving participation and enjoyment for these children.</p> <p><i>Vulnerable groups are considered as a priority in our PE/Sport offering.</i></p>	<p>Identify vulnerable children and non participants</p> <p>Plan to improve PE offering for these children</p>	<p>Sports lead / PE coach and class teachers time</p>	<p>Track focus pupils through year.</p> <p>Include a focus on vulnerable pupils in monitoring – planning / lesson observation and pupil voice</p>	<p>Build on learnings from this year to continue to develop provision for vulnerable groups.</p> <p>Active maths- (taking key griopd for active maths activities</p> <p>Nurture groups (social and physical games)</p>
<p>3i, Memberships of professional support for our PE offering</p> <p><i>Children benefit from up to date information and resources to engage them in physical learning</i></p>	<p>Paid membership Harpenden consortium membership £3,300 total – £1,100 allocated here</p> <p>St Albans consortium</p> <p>School Games membership</p> <p>Youth Sports Trust</p> <p>Free membership – Daily mile group</p>	<p>£3,000</p>		<p>Continue to review benefits of subscribing to these support groups</p> <p>PE lead to review information and forward to staff, pupils , parents to promote sports and physical activity</p> <p>Use these tools as resources to develop our provision</p>
<p>3j, Subscription for complete PE</p> <p><i>Children benefit from up to date information and resources to engage them in physical learning.</i></p>	<p>Contact complete PE – Joe Festa</p> <p>RW check if training available for staff</p>	<p>£105</p>	<p>All teachers using the resource</p> <p>New resources available each year to complement our offer</p>	<p>Continue to subscribe</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%
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:
4a, develop program of extra curricular activities Children have a chance to try different activities in school	Contact local coaches to ask them to run clubs Request parent volunteers Encourage all staff to run active clubs and support with training and resources PE coach to help with playgames outside at break and lunch times	Coach / PE lead time	Calendar of extra curricular clubs	Develop provision year on year
4b, widen participation in all extra curricular clubs Children are recognised for participation and achievement in varied activities	Audit participation Encourage vulnerable groups and non participants	Coach time	Monitor participation	Improve participation of non participants
4c, provide resources and training and opportunities for circuits Children have opportunities to develop skills and improve level of physical activity. Activities are supported by their class teacher.	Train staff on use of current kit, including H and S and provide materials to support. Investigate sensory circuits for next year , visit schools and purchase resources	Coach time	Evidence of class teachers giving opportunities for children to engage in activities Ongoing support from PE coach	Develop sensory circuit activities for children with specific needs and monitor response. Introduce circuit club for PPG children planned from autumn term mornings (MEMBER OF STAFF LEFT)

4d, summer term athletics club for infant children <i>Younger children have a chance to try new skills and develop talents</i>	Investigate external provision Links with local clubs Timetable Invite children	Coach time	Extra curricular timetable	Sustained athletic training before KS2 (Covid 19)
4e, external coach for yoga year 6 classes <i>Children take part in activity to improve wellbeing</i>	Timetable sessions for year 6	Planned: £360	Feedback from pupils and staff Training opportunities for teachers to observe	Teachers use yoga techniques ongoing with class Investigate repeating each year and providing CPD for the class teachers
4f, Dance lessons with specialist teacher Christmas Zumba <i>Children experience dance for fun.</i>	Link with arts themed days Invite Conky in to discuss	Planned £1,000		Develop dance provision year on year.
4g, Cycle training for year 5 children <i>All children have learnt to cycle safely before transition to secondary school</i>	Book cycle training Review provision	£500 allocated	Assessment from external provider	Book each year also with a view to invite provider back to extend Challenge to next level.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
5a, Sports leads to facilitate links with two local schools to develop an annual program of local events. <i>Local competition, particularly for KS1</i>	Meet with Kimpton and St Helens Decide a program of activities Ensure that KS1 opportunities are a focus. (summer sports activities) Ask for parent support Manage the event days	Sport lead time	Evidence of at least two local inter school events	Annual events calendar between three schools Possibility of extending to include further schools (covid19)
5d, Improved outcomes at all events including annual district sports event <i>Whole school recognises our performance at a big local event.</i>	All year athletics and running clubs Daily mile Purchase new athletic equipment following new requirements for local competition Sports coach training on specific athletics disciplines	Sport lead and coach time	Evidence of places in competition	More staff to help run athletics clubs and split – year 3/4 and year 5/6 (COVID19)

Signed off by	
Head Teacher:	Kate Harvey
Date:	September 2020
Subject Leader:	Susan Martindale
Date:	September 2020
Governor:	
Date:	