

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <p>Epinau School has reported on the PE and Sport Premium from September 2019-March 2020, following which the school was affected by Covid-19 pandemic therefore the programme was not fully implemented and the impact could not be fully measured</p> | <p>To continue on the previous embedded provision of additional expertise through dance coach and additional support through breakfast and afterschool provision. To identify new innovative equipment that will enhance the PE and Sports curriculum as well as support pupils' physical development and health and fitness.</p> |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| <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 children may swim in another year please report on their attainment on leaving primary school.</p> | 0% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 0% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 0% |

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 students today and for the future.

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| Academic Year: 2019/20 | | Total fund allocated: £16,510 | | Date Updated: 09.07.20 | |
| Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: 24% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| Primary <i>swimming provision</i> , supporting primary pupils to learn to swim and water safety. | <ul style="list-style-type: none"> Weekly primary swimming lessons timetabled. Weekly enrich swimming lessons timetabled. Records of pupils swimming achievements and progress. | £0 | <ul style="list-style-type: none"> As part of the curriculum offer. | | |
| PE lessons following PE curriculum and timetabled for all classes. | <ul style="list-style-type: none"> Weekly PE timetable for all classes. | £0 | <ul style="list-style-type: none"> As part of the curriculum offer. | | |
| Continuation of creative dance and coaching to develop learning across the curriculum and increase engagement and participation through the introduction of dance and performing arts. Offering primary classes access to a professional dance coach that supports physical exercise, creativity, dance and movement. In addition, supports development of motor-skills and confidence. Weekly provision allows pupils to develop their abilities and progress throughout the year, with termly performances where parents/carers are invited along to enjoy | <ul style="list-style-type: none"> Hire dance choreographer. Weekly dance provision timetabled. End-of-term showcases, termly. Access to other dance and creative opportunities throughout the year | £4,000 | <ul style="list-style-type: none"> Appointment of Dance Choreographer. Every primary child accesses a minimum of 6 weeks enrichment, evidence via enrichment books. Termly showcases (3). Evidence that shows students have improved skills, confidence and resilience through performances. Additional access to wider opportunities; including Customs House and Dance City. | Continue to offer provision for 2020-21. Follow Covid RA procedures and continue provision when allowed. | |

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| and see children's achievements. Additional creative opportunities, identifying talent and offering additional support that aids progression. | | | <ul style="list-style-type: none"> Engaging stakeholders through inviting parent/carers/governors to showcases and external events. Offering cultural experiences through visiting external venues, theatres through participating in showcases and events. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 38% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Purchase new sustainable football goals for football/sports matches and competitions. To be used throughout the school day for PE and sports and for afterschool and holiday clubs.</p> <p>Replacement of primary PE equipment. To restock school resources, balls, bibs, tennis, fitness equipment etc.</p> <p>Purchase new basketball hoops for primary yard. To promote different sporting opportunities encourage engagement in sport during PE and break times.</p> <p>Purchase additional equipment and resources for extended schools, clubs and holiday provision. To encourage pupils to access clubs that support consistency of health and fitness programmes during out of school times.</p> | <ul style="list-style-type: none"> Purchase goal posts and sporting equipment and resources. | <p>£2,200</p> <p>£1,500</p> <p>£150</p> <p>£500</p> | <ul style="list-style-type: none"> Follow the whole-school PE curriculum offer. Outstanding Ofsted. Number of afterschool clubs and attendance numbers. Number of holiday clubs and attendance numbers. Purchase of new equipment/ invoices. Add to parent/carers survey and capture comments. | Sustainable equipment available in school. Identify new equipment needs for 2020-21 |

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| Improve exercise and fitness facilities in primary school yard, with additional yard markings that improve movement, motor skills, decision making and social skills. Sustainable and durable resources that can be used long-term. | <ul style="list-style-type: none"> • Purchase yard marking contractor | £1,900 | <ul style="list-style-type: none"> • Evaluate the use of new yard markings through portfolio, feedback from school council and social media feeds. • Purchase of works/invoices. | Yard works not carried out due to Covid restrictions and potential move to new school site. |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 0% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 35% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Additional achievements: Support extended schools programme. Provision to be responsive to pupils and to offer a variety of sessions over the year, such as; stay and play, football, forest school etc. Offering sustainable provision of health and fitness, exercise, healthy-start programmes both before and afterschool and during school holidays. Programmes that promote continuation of health and fitness programmes, well-being and encourage healthy lifestyles. | <ul style="list-style-type: none"> • Support provision of one afterschool sports club per week. • Support breakfast club provision. • Support towards holiday sporting activities and promote holiday provision. | <p>£2,000</p> <p>£3,000</p> <p>£750</p> | <ul style="list-style-type: none"> • Provision of one afterschool sports club per week and attendance numbers. • Provision of breakfast club and attendance numbers. • Provision of holiday sports and attendance numbers | Extended schools programme to continue when Covid restrictions are lifted. |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 3% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Annual membership of the Wanderers Sports Association, supporting and ensuring access to regional sporting opportunities and range of sporting events, including; football, gymnastics, rounders, cross-country, athletics. The programme encourages engagement, participation and achievement and brings pupils together from schools across the North East. Participation at events plus staffing and transportation provided to and from events. | <ul style="list-style-type: none"> ● Purchase Wanderers membership ● Engage in Wanderers events throughout the year | £500 | <ul style="list-style-type: none"> ● Wanderers events programme 2019-20 ● Attendance numbers at events ● Certificates/trophies ● Wanderers Sports Awards 2020 ● Pupils promoting school at events. | Limited access to Wanderers events due to Covid restrictions. No programme available for 2020-21. |