



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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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](#) 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](#).

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"> <li>During 2016/17 the PE leads at our school conducted a small, internal research project in a bid to “take our PESSPA offer at New Brighton to the next level”. PESSPA was already a strength at the school and we wanted to use the PE premium in an innovative and creative way. As a result of our research project, we concluded that the introduction of a School Sport and Physical Activity Development Officer (SSPADO) would enhance the quality of our provision and drive the subject forwards, having an even greater impact on the quality of education and opportunities we provide. The SSPADO was employed in 2017 and was tasked with taking a lead on planning, delivering and evaluating new and exciting opportunities to all pupils across the school. The data below shows the impact this role had. Ofsted (2018) commented that, <ul style="list-style-type: none"> <li>“The additional funding to develop sport is used effectively to provide the pupils with a wide range of sporting experiences. New Brighton Primary School is developing quite a name for itself in the local sporting community.”</li> </ul> </li> <li>Increase in the number of opportunities:</li> </ul> <p>Competition data:  13/14 – 518,  16/17 – 578,  17/18 – 591,  18/19 – 601,  19/20 – Target 610</p> <p>Extra Curricular data:  13/14 – 355 hours,  16/17 – 379 hours,  17/18 – 382 hours,  18/19 – 386 hours,  19/20 – Target 390 hours</p> <ul style="list-style-type: none"> <li>Increase in the number of sports</li> </ul> <p>Competition data:</p>	<p><b>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.</b></p> <p>PE leads recognise the need for physical activity to be woven across all other subjects within the school day in order for all pupils to be engaged in at least 30 minutes of physical activity during the school day. The PE leads will work collaboratively with other subject leads during leader release time to plan physical activities that support the teaching and learning across the curriculum.</p> <p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <p>As we have a number of teaching staff that are teaching PE for the first time, we will plan and deliver a series of CPD/JPD opportunities. PE leads are in regular discussion with teachers of PE to support and enhance the learning within PE class.</p>

13/14 – 14,  
16/17 – 19,  
17/18 – 19,  
18/19 – 21,  
19/20 – Target 22

Extra Curricular data:

13/14 – 7,  
16/17 – 15,  
17/18 – 12,  
18/19 – 15,  
19/20 – Target 16

- Increase in participation

Competition data:

13/14 – 57%,  
16/17 – 67%,  
17/18 – 65%  
18/19 – 72%  
19/20 – Target 80%

Extra Curricular data:

13/14 – 55%,  
16/17 – 61%  
17/18 – 58%  
18/19 – 63%  
19/20 – Target 65%

- Since the PE Premium begun, we have focused on building strong relationships with local providers, facilities and clubs. This has allowed us to inspire our pupils to participate in a wide range of sports in and out of school. We want our pupils to develop a love of lifelong physical activity whilst recognising the importance of leading healthy, active lifestyle.
- Before the PE Premium a basic form of Active Play could be seen our playgrounds. As a direct result of the funding we have employed active play staff that focus solely on planning, targeting and the delivery of structured activities at lunch time. This has resulted in our children accessing intra competitions (Level 1) and developing a positive attitude towards competition and leadership. The behavior of pupils and the number of accidents on our

yards have all reduced as a result of the structured activities. The leadership skills of our pupils have improved as a result of working with their peers and younger pupils; this is evident in PE lessons where pupils are deployed as experts to support the learning of pupils that are less confident.

- The PE Premium has allowed us to successfully use our mini bus to ensure transport does not become a barrier to participation. Before our school mini bus, we relied heavily on parental support and public transport to attend festivals, events and competitions. This was the biggest factor in low participation. As the figures above show, our participation data and the number of opportunities have all increased as a result of us having access to a mini bus. We value the impact of learning outside of the classroom. Our “101 things a New Brighton child will experience before leaving us” ensures all pupils access a broad range of learning experiences in our mission to address cultural deficit.
- Investment in the CPD of staff at New Brighton Primary has improved the quality of teaching and support in PESSPA activities. 95% of children reported that they enjoyed PE lessons in 2018/19 compared to 88% in 2013/14. 70% of staff reported that they felt confident whilst supporting PESSPA activities compared to 20% in 2013/14.
- The PE Premium has allowed us to purchase a set of iPads that support pupils in their learning. This resource has supported the teaching of PE lessons and is used as a strategy to compare pupils performances with previous ones whilst encouraging children to enjoy communicating, collaborating and competing with each other as stated in the national curriculum.

<b>Meeting national curriculum requirements for swimming and water safety.</b>	
<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>	93%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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

## 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>Financial Year:</b> 2019/20	<b>Total fund allocated:</b> £21,153	<b>Date Updated:</b> February 2020		
<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:
				7%
Intent	Implementation		Impact	
At New Brighton, we want our children to engage in regular physical activity during lunchtimes. We have limited space at the school so we invest in Active Play staff that plan and deliver a range of structured physical activities on all playgrounds. These activities are supported by young leaders.	Active play staff plan a range of traditional and non-traditional sporting activities for all pupils to engage in physical activity during their lunch hour. A range of equipment is sourced and stored on each playground. Active play staff access internal CPD opportunities with the PE leads to ensure activities support and complement the PE curriculum.	£1560	<p>Playgrounds will be a hive of physical activity at lunch time with a wide range of opportunities available to all pupils on all playgrounds.</p> <p>Structured activities encourage pupils to take up opportunities with our school-club links.</p> <p>Pupils enjoy physical activity.</p> <p>First aid incidents will be reduced as a result of structured activities.</p> <p>Behaviour incidents will reduce as a result of structured activities.</p> <p>Well-resourced play stores will allow for engaging activities to be delivered.</p> <p>A focus on the schools Owl</p>	

			<p>awards and School Games Values will ensure we promote the characteristics required of NBPS pupil.</p> <p>Staff feel confident to deliver structured activities which are fully inclusive to all pupils.</p> <p>Young leaders guided through mentoring programme and feel confident to support their peers.</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:

50%

Intent	Implementation		Impact	
<p>During 2018/19, pupils enjoyed taking part in additional PE lessons. These lessons were planned to provide children with additional physical activities which complemented curriculum lessons. The school sport development officer targeted specific pupils for these lessons and reported an increase in confidence as a result of smaller groups. The school sport development officer also planned high intensity physical activity sessions for pupils with ADHD. Class teachers reported that this impacted positively on engagement in the classroom upon their return to class.</p>	<p>School sport development officer to work with staff to ensure sessions continue to happen after the completion of the project.</p>	<p>£6635</p>	<p>Pupil achievement increases in PE lessons due to an increase in confidence and teacher support in smaller groups.</p> <p>Less engaged pupils become fully engaged in the inclusive PE curriculum with additional support in small groups.</p> <p>Pupils with ADHD return to class 'ready-to-learn'.</p> <p>Team-teaching will ensure the wider school staff are able to confidently continue with the programme.</p> <p>Fitness and stamina of less</p>	

			active pupils improves resulting in positive academic progress and a healthier lifestyle.	
We have a passionate, experienced team of staff who lead PE at New Brighton. We value the impact our staff has on the quality of our PE curriculum and the additional opportunities our children can access. The PE leads are able to raise the profile of PE year on year through their outstanding guidance across the school.	Having the flexibility to release staff for various opportunities allows our curriculum to be progressive, high quality and engaging. PE leads at New Brighton work tirelessly to ensure all pupils access a well-planned, inspiring curriculum delivered by enthusiastic, confident teachers. Release time includes: the planning of key events (competitions, whole school sports days, PE within other subjects), attendance at Alliance and School Games opportunities and internal CPD/team teaching sessions.	£3900	Releasing staff to attend the Wallasey Alliance PE lead meetings has allowed us to plan a wide range of competitions (see embedded document). All pupils will have the opportunity to represent school through this and the Wirral School Games competition calendars. Competitions target specific children. Local clubs/facilities are used where possible to give pupils an understanding of the participation opportunities within the community. SMSC development as a result of positive relationships with other schools and the general community. Physical Health & Wellbeing will form a key part of the schools new medium term plans across subjects where relevant. PE leads will be released to work with other subject leads to ensure valid links are formed.	 COMPETITION CALENDAR 2019 20



<p>It is recognised that not all pupils enjoy traditional sports at New Brighton. The PE leads work closely with the pupils to find sports and activities that engage all pupils.</p>	<p>PE leads will meet with pupils to discuss the curriculum and enrichment activities. As a result of this meeting, equipment &amp; kit will be purchased to support the effective delivery of new sports and activities. New sports clubs/coaches will be utilised and existing relationships will be retained.</p>	<p>£2000</p>	<p>Enrichment activities will build on the skills developed during curriculum PE. Least-engaged pupils will engage in activities which suit their interests. Pupils will have a pathway to explore outside of school in sports and activities they have enjoyed. School-Club links will grow and develop allowing us use of sport specific facilities which will inspire our pupils. School-Club links will provide CPD opportunities to support the development of staff.</p>	
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation: 7%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>We are fortunate to have our own school mini bus. This allows us to transport children to and from sports events regularly. All pupils are given the opportunity to represent the school throughout the school year. We have a number of school staff that are trained in driving the school mini bus as they have passed the D1 driving test.</p>	<p>Liaise with the Wallasey Alliance PE leads and the School Games Organisers to engage in the competition calendars.</p>	<p>£1500</p>	<p>Transport to and from competitions and events are free for our pupils.  Staff can ensure that pupils are safe whilst travelling to and from opportunities off site.  Opportunities to attend sports events and educational visits such as basketball and football to motivate and inspire pupils to engage.</p>	