

# 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](#) 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.

**School Name:** Holy Trinity CE (A) Primary School

**Headteacher:** Mrs Ann MacGregor

**PE Coordinator/subject leader:** Mrs Zoe Macwhinnie

### PE and School Sport Premium

The government in England is providing additional and substantial, ring-fenced funding to provide support to primary PE and school sport. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary schools to spend on improving the quality of physical education and sport for all their children.

### Vision - Government

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

### Vision – School

It is our aim at Holy Trinity Primary School, is to engage and involve all the children in a range of sporting and physical activities that they have fun doing and enjoy. We believe that one of the most important ways to ignite a long-term interest in sport and a healthy lifestyle is by having fun when being physically active. We aim to do this through carefully planned lessons which are differentiated to meet the needs and abilities of all the children. We aim to ensure that within their own level of ability all learners can achieve and experience success, enabling them to reach their full potential. We want to encourage the love of sports that can then be furthered and nurtured at clubs and outside of school. We aim to provide opportunities for all children to experience competition at a variety of levels including personal challenges, intra-school, festivals and as part of a team through competitive games with other local schools or events organised by Mid-Sussex Active. We value the benefits of PE, sport, and the physical and mental benefits of Forest School, which all help to help build children's self-confidence and self-esteem. We believe that these opportunities will help our pupils to develop into well rounded individuals.

**Total Funding Allocated:** £26, 408 **Total Spend:** £16,234

This year has brought some very difficult challenges with Covid19 and a nationwide lockdown. Prior to lockdown the plan for Summer Term 2020 was as follows:

- Further trampolining sessions across KS1 and KS2
- Albion in Community to visit Holy Trinity to carry out Healthy Living workshops
- To organise the introduction of a further new sport into the school

As these plans could not be actioned, we have the following amount to carry forward into 2020-2021:

Total carry forward: £10,174

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>The engagement and increase of pupils in regular physical activity. The new play equipment in the playground, which is coordinated by lunchtime staff, and the excellent Sports Crew that we currently have who run activities every lunchtime, have both added to the focused physical activity.</p> <p>Forest School has been a huge success at Holy Trinity. It is currently run by a KS1 teacher who spends Friday each week doing a morning and afternoon of Forest School with a year group.</p> <p>The broader experience of a range of sports and activities offered to all. Over the past few years, the children have experienced, trampolining, golf and badminton. This year we have had a focus on cricket after the enthusiasm amongst the children after the success of the England Cricketers.</p> <p>Increased participation in competitive sport. We have tried to enter as many MSA events, or other cluster events, as possible over the last two years.</p> <p>Orienteering course set up on the school grounds.</p> <p>Focused teacher training on gymnastics and dance which had been two areas that had been identified as areas that teachers felt less confident teaching.</p>	<p>Further development of the PE Curriculum and PE assessment systems. Having introduced a scheme of work to ensure progression, a separate curriculum document is being developed to ensure that all areas are being covered and that there are opportunities for progression for all children. An assessment document (alongside Target Tracker) is also being created to give a better picture of the children that may need extra support of different opportunities to encourage them to be active.</p> <p>Continue to work with our PE specialist teacher to ensure high quality teaching. Ensure that this is sustainable CPD by development of teachers' confidence, skill set and knowledge. Furthermore, use this CPD to improve the curriculum document that is being created.</p> <p>Discuss with staff and children if there are daily activities that could be introduced that are workable and sustainable - ideas include, the daily mile, yoga in the classroom, a quick hit of exercise such as with Joe Wicks (10-15 mins).</p> <p>Continue to raise the profile of sport in the school. Sports Crew board, Sporting Achievement board, information about festivals and competitions in the newsletter. Give more status to events such as Sports Relief. Ensure that the pupils are being given a voice in the decision making about PE. This was started during school Council meeting at the start of the Spring Term, where the possibility of the children participating in trampolining was suggested.</p> <p>Continue to develop Sports Day so that there is increased participation by all pupils and an opportunity for competitive sport.</p> <p>To work with an organisation such as Albion in the Community to help promote the idea of Healthy living.</p> <p>Initiative to help children to understand the difference between PE, Sport and Physical Activity.</p>

	Pupil survey to determine what percentage of pupils are taking part in physical activity out of school hours. (Data collected at the beginning of the year).
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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? <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.	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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.

This

Academic Year: 2019/20		Total fund allocated: £26,408		Date Updated: 7 <sup>th</sup> July 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:
					8.5 %
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:  £2,260	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To make a safe play area outdoors for the children in Reception meaning that they are able to be more active outdoors.	New outdoor equipment flooring under clamber stacks in the Early Years outdoor area.		£1,777	This area is used daily by the children in Reception. They are able to use it during their outdoor time. It means that they now have a physical activity to do and achieve on.	
To provide a classroom based physical activity that can be used as a short mental break or when the outside space cannot be used due to bad weather – ice or heavy rain.	Implementation of Jump Start Jonny which can be used in all classrooms.		£259	Many classes use this now as a brain break activity or will use it as a ‘heart pumping’ activity if there has been no outdoor play. Teachers have reported that this has been helpful to help with children’s ability to concentrate.	
To encourage children to engage in particular exercises during playtimes.	Sports activity boards being placed around the playground.		N/A	The subject leader will discuss with the Early Years Team, the possibility of specific activities being designed which encourages the children to use their bodies in certain ways.  Consider the other classroom - based activities that can be used in the classroom alongside or instead of Jump Start Jonny. These activities can help to ensure that every child is undertaking at least 30 minutes of physical activity every day. Conduct a survey to see which classes are using Jump Start Jonny.	

These exercises can also be used as part of PE lessons and warm ups or circuit training.	Subject leader and the caretaker discussed the positioning of the boards and the boards were due to be put up during the Easter Holidays.			
To ensure that there is enough of the correct equipment needed for lessons.	Specialist PE teacher and Sports Crew have carried out an initial tidy and clear out of the PE cupboard.  Equipment ordered, including equipment ordered during Lockdown.	£194		Subject leader to carry out an audit of the PE cupboard and to order additional items that are needed.
To collect data and provide certificates for the children who take part in swimming lessons.	Swim England	£30		

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	0 %

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: 0	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  Sustainability and suggested next steps:

<p>For the Sports Crew to run activities every lunchtime which they have planned, organised and then carry out. This is an opportunity for Year 6 to have pupil voice and develop their leadership skills. To provide an additional structured exercise opportunity for children across KS1 and KS2.</p>	<p>Subject leader and Year 6 pupils attended the Sports Crew Training.</p> <p>The specialist PE teacher (from JASC) met with the pupils to help them to structure their activities.</p> <p>The Sports Crew created posters and spoke about the activities in an Achievement Worship.</p>	<p>The finances for this section are already covered under other key indicators.</p>	<p>The number of children that are now engaged in a structured physical activity during playtimes has increased. There is a variety of activities to join in with. The Year 6 sports crew members are running the sessions independently.</p>	<p>This is one of the most crucial areas in raising the profile of sport and being active in the school. The children taking the lead and showing other children how to be active. To train year 5's to help. To ask sports crew to help during PE lessons (after SATs). To potentially create another tier of sports leaders throughout the school. Subject leader/Sports Crew to carry out a survey to find out how many children across the school are engaging in the activities. Gather data</p>
<p>Increased profile of active travel to school.</p> <p><b><u>To continue to raise the profile of sport and PE in the school:</u></b></p> <p>To create a Sport/PE board and Sports Crew Board Board – a celebration of all the sports that are taking place in the school, lessons, competitions, special visitor sessions, sports specialist sessions and Sports Crew sessions</p>	<p>Taking part in the walk to school survey which has raised awareness amongst the children about how they travel to and from school.</p> <p>A board for the Sports Crew has been set up. Posters have been designed to tell the other children about the Sports Crew sessions – when they are happening and which activity.</p> <p>A board with the events and photographs of the children taking</p>	<p>N/A</p>		

<p>More information being available on the school's website and in the school newsletter about the events that have taken place.</p> <p>To increase Pupil Voice input about sporting activities.</p>	<p>part in various events has been created.</p> <p>Events and photographs are being included in the school newsletter which is created by the headteacher.</p> <p>The School Council were asked for their views on areas such a Sports Day, activities in the playground and other sporting events that they would like to be run. The councillors then gathered the views of their classmates.</p>	<p>N/A</p> <p>N/A</p>		<p>Subject leader to discuss with the School Office Manager further additions of photographs on the website.</p> <p>The views need to be fed back to the subject leader and considered in terms of the design of Sports Day and any further sporting events. Sports Day did not take place.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				32.1%
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: £8,479	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To improve the confidence of teachers when teaching PE and Sport. To improve the quality and progression of teaching. To improve the quality of the activities that the Sports Crew are offering.	The school is employing a specialist PE teacher from JASC Sports.  The specialist teacher is modelling excellent teaching in areas that have been identified an area in need of training across the staff. Initially dance and gymnastics and has now moved to other areas of the PE curriculum, Football – so to find a better way to differentiate for those children who already play football. Tag rugby - a skill that teacher’s felt unsure how to teach effectively. KS1 ball skills  The specialist teacher has helped train and run the Sports Crew enabling them to develop their leadership skills and to provide an opportunity for them to have pupil voice.	£4,375	The confidence of teachers has grown hugely having had the specialist teacher demonstrating and team teaching with them. The enthusiasm for PE is higher and the two lessons of PE (indoor and outdoor) are being consistently taught across the school. The children are being taught to a higher standard, with clear learning challenge and success criteria and well-structured lessons.  The number of children that are now engaged in a physical activity during playtimes has increased. The year 6 sports crew members are running the sessions independently.  The curriculum is being developed to ensure that progression is taking place across all year groups. An assessment document is being developed. The curriculum	To continue to ensure that areas of teaching that need to be developed are identified through a staff survey. These areas then need to be discussed with and then implemented by the specialist teacher.  Short teaching observations by the specialist teacher to give feedback to teachers about areas that they could develop further. Ideally this will work through a four lesson cycle of two lessons where the teacher observes the specialist teacher, one where they team teach and one where the teacher leads the lesson.  The subject leader to continue to work closely with the specialist teacher to develop the curriculum through a

<p>The specialist teacher has helped monitor the curriculum coverage and has made suggestions about how to track the progression and attainment of the children.</p> <p>To ensure that the curriculum that is being taught is varied To ensure that differentiation and progression take place within each year group and from year group to year group.</p> <p><b>Further staff training:</b></p> <p>To consider whether a new scheme of work is something that would enhance the teaching of PE at Holy Trinity.</p> <p>To attend courses looking at the best use of the Sport Premium money and courses such as inclusion for all children.</p> <p>To consider the new way that PE will be inspected and the expectations that need to be met.</p> <p>NQT training to increase the teacher's knowledge base and confidence.</p>	<p>Use of PE Hub plans and activities across all year groups.</p> <p>Subject Leader – Real PE training</p> <p>PE Conference (best practice)</p> <p>Ofsted Deep Dive Course</p> <p>Year 3 teacher – First Steps Invasion Games, First Steps Dance</p>	<p>£350</p>	<p>document is being developed to ensure that all teaching staff are aware of the link between the healthy body and healthy mind. We are looking at ways of how to create a clearer curriculum link between PE, PSHE and pupil wellbeing, including Forest School.</p> <p>Staff are now consistently using these plans meaning that progression of skills is taking place across the school. A variety of sporting activities are being taught in 4-6 week blocks rather than teachers spending too long on one area/sport.</p> <p>The decision was taken not to implement this scheme and to continue to work with JASC Sports-Specialist PE teaching.</p> <p>Ideas gathered for new activities.</p> <p>Development of curriculum and assessment underway.</p> <p>Activity ideas and teaching strategies used in lessons, meaning that the children are</p>	<p>combination of bespoke lessons created by the specialist teacher and the use of the PE hub scheme of work.</p> <p>An ongoing discussion about what works well and what doesn't – for example the starter activities are too long.</p> <p>Ideas to be shared in PE staff meeting (postponed due to school closures).</p>
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<p>To increase the teacher's confidence to use dance in Reception, to link with learning and to help the children to improve their gross motor skills</p> <p>To ensure implementation and sustainability of Sport Premium Funding, organisation of events/administration in relation to the School Games Mark, development of curriculum and assessment documents.</p>	<p>Year 2 teacher – Outdoor learning</p> <p>Reception teacher – First Steps Dance</p> <p>Subject Leader time 2 hours per week</p>	<p>Total for these courses - £348</p> <p>£3,406</p>	<p>getting high quality teaching using fresh ideas.</p> <p>Activity ideas and teaching strategies used in lessons, meaning that the children are getting high quality teaching using fresh ideas.</p> <p>Continuing to ensure that the Sport Premium money is being spent effectively and sustainably. Provision of opportunities for all children to attend events. Creation of a curriculum that shows progression and identifies areas that need development for both children and teachers.</p>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
0 %

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: 0</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To encourage more children to play cricket at festivals competitions and at local clubs, especially those children that perhaps are less active or are not interested in football.</p>	<p>Sussex Cricket working with Year 3</p> <p>Sussex Cricket working with KS1 – postponed due to school closures</p> <p>Ardingly College cricket outreach working with Year 4 - postponed due to school closures</p>	<p>N/A</p>	<p>Children showing a real keenness to play cricket, including joining in with the Sports Crew when they run it. Some children signing up to play during the season with All Star Cricket. First competitive cricket competition went well with the school winning 3 out of 4 games. Further events postponed due to school closures.</p>	<p>Continue to build our school's relationship with Sussex Cricket, particularly for the lower KS2 and KS1. We attend the festivals and tournaments run by Sussex Cricket, particularly for upper KS2.</p>

<p>Tag rugby is an area that was identified as an area of development for the teachers but also there are several tournaments and festivals that we wanted the children to feel more confident about attending.</p> <p>Additional achievements:</p>	<p>Sports Specialist working with teachers on Tag Rugby</p>	<p>See above</p>	<p>Tournaments and festivals currently postponed due to school closures.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20.8%
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:  £5,495	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To continue to increase pupil participation in, and enjoyment of, competitive activities.</p> <p>To continue to develop a variety of children's ability to lead and organise sporting activities</p> <p>Support for subject leader and in turn the subject leader is able to confidently support and guide teaching staff.</p>	<p>MSA Partnership - continued membership with Mid Sussex Active.</p> <p>Mid Sussex Active provide:</p> <ul style="list-style-type: none"> <li>extensive quality assured professional development programme for teaching staff</li> <li>access to a wide range of inter- school competitions and festivals for children from R – Yr6</li> <li>training to develop young people as sports leaders</li> <li>specialist advice and support from our local secondary schools</li> <li>support, training and networking opportunities for PE co-ordinator and other members of staff.</li> </ul> <p>see <a href="http://www.midsussexactive.org.uk">www.midsussexactive.org.uk</a></p>	<p>£5400 (for two years)</p>	<p>This will be evidenced through the data gathered of how many children attended MSA or cluster events.</p> <p>Over the time that events were running (September 2019-March 2020) the following percentages of children took part in events:</p> <p>Year 3 – 46%</p> <p>Year 4 – 58%</p> <p>Year 5 - 60%</p> <p>Year 6 – 60%</p> <p>24% of children in Year 6 were involved in Sports Crew and the leadership opportunities that this provides.</p> <p>See above for the evidence in relation to the impact of the Sports Crew and the involvement of School Council.</p> <p>Support received from Active Sussex in terms of Sports Premium</p>	<p>To continue to enable all children to attend events. Focus on children who are inactive and do not have the opportunities to attend clubs out of school.</p>

For as many children across year groups and abilities to attend festivals and tournaments.	for further information and reports about events/training/calendar etc  TAs and teachers to be released during school hours to attend events.	£40 (netball tournament)+ £55 transport deprived children to MSA activities = £95	documentation.	
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Head Teacher:	Ann MacGregor
Date:	14:07:2020
Subject Leader:	Zoe Macwhinnie
Date:	7 <sup>th</sup> July 2020
Governor:	Christine Davies
Date:	15:07:2020