

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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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 **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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • External coach supporting additional training for teaching staff – Sportsplus • Afterschool clubs and lunchtime clubs – football, dance, yoga, tennis (children were consulted to ensure more children were encouraged to participate, registers kept to ensure all children's interests were met) • Opportunities for year 5 girls to address obesity issues • Increased opportunities for competition • Increased percentage of pupils swimming the required distance • All year groups have the opportunity to swim during the year (increased time in pool negotiated with swimming baths) 	<ul style="list-style-type: none"> • Widen the range of after-school opportunities available • Recently moved into our new building, the grass has been seeded and we will be able to use these areas from September 2020 • Markings on two top playground to encourage tennis, basketball and other ball games • Re-introduction of bikeability • More opportunities to use our new outdoor space – outdoor clothing to be bought to encourage children to explore even in the rain • Purchase new outdoor equipment - Priority 1 - SPACE NET (Sovereign Play) • Priority 2 - Parallel bars + chin up bars (Sovereign Play) • Priority 3 - Peak shelters (Outdoor Play)

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>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>	65% - carried over from year 5 percentage. We didn't have lessons this year due to COVID-19.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55% - carried over from year 5 percentage. We didn't have lessons this year due to COVID-19.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not tested this year.

<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>	<p>Yes, usually but NA this year due to COVID-19.</p>
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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: £17,280	Date Updated: March 2020		
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:
				98% - £1630 to roll over to next year’s budget to purchase playground equipment to enhance play outside.
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:
Introduce new sports fitness (through Stelissa Fitness Ltd) and dance activities to encourage more pupils to take up sports and physical activities. Every lunchtime and after school four times a week: Monday – Cardio – Year 3 (maximum number of 30 – children/parents and staff able to attend) 3.30pm- 4.30pm Tuesday – Circuits – Year 4 (maximum number of 30 – children/parents and staff able to attend) 3.30pm – 4.30pm	All pupils encouraged to take part in activities either during lunchtime or after-school.	£5,780 up until March 27 th 2020	Broader experience of a range of sports and activities offered to all year groups. CPD for all class teachers (as needed) Increased physical participation i.e. lunchtime sessions four times a day. Four weekly after-school multi-skills clubs for all our children from years 3-6 Provide twilight training for all staff in an area that the audit shows up as being needed most.	Our Physical and Emotional Wellbeing Lead to monitor the quality of activities and the number of children participating.

<p>Wednesday – Dance – Year 5 (maximum number of 30 – children/parents and staff able to attend) 3.30pm – 4.30pm</p> <p>Thursday – Yoga – Year 6 (maximum number of 30 – children/parents and staff able to attend) 3.30pm – 4.30pm</p> <p>These activities changed every half term to suit the interests of the year group.</p>			<p>Offer opportunity for school to open over Easter and Summer term – if numbers permit. Run by Stelissa Fitness (NOT able to due to COVID-19)</p>	
<p>Bikeability for all pupils in year 6, this will encourage more children to safely cycle to school.</p>	<p>All pupils to take part in bikeability training May 2020.</p>	<p>No cost</p>	<p>Increased % of pupils cycling to school during the summer months. We have a new bike rack/shed, as we have recently been part of the PSPB2 rebuild programme.</p>	<p>Due to COVID-19 this will take place next year.</p>
<p>Introduce Commando Joe, working with the whole of year 5 each Wednesday and an after school pe club (open to all year groups – maximum of 30 children). Building the confidence of primary school children. The programme develops this resilience through many activities, being part of the team, performing challenges or having a leadership role.</p> <p>The programme contributes to physical, spiritual, moral and social wellbeing</p>	<p>Year 5 children and whole school opportunity to participate in an after school session. All children who reach year 5 will have the opportunity to participate. Year 4 have Forest school, Year 3 National Trust style activities and year 6 bikeability and local community activities.</p>	<p>£11,500</p>	<p>Increased participation levels (after school registers kept)</p> <p>Increased levels of engagement</p> <p>Improved physical activity, resilience and wellbeing</p> <p>Improved staff confidence and knowledge (staff observations/questionnaires)</p>	<p>Improved staff confidence to enable sessions to be delivered by teaching staff alone.</p> <p>Impact measured, using soft data – questionnaire given to children who have participated</p>

Daily Mile to get all pupils undertaking additional activity every day	Investigate the possibility of marking out a track around school – once newly seeded grass areas have matured (September 2020).		All pupils involved in additional activity every day.	Daily mile embedded in school day – Stopped in March due to COVID-19).
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Celebration fundraising event to ensure the whole school is aware of the importance of PE and Sport Monday March 9 – Friday March 13 2020.	Liaise with National Sports Relief programme and organise a series of activities (All children and staff to be involved)	None	Increased participation levels in sport and activity registers Increase knowledge of world issues and raising profile of PE and Sports	Pupils access additional activities both within and outside of school

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Joined afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date.	All able to access membership information on afPE. CPD planned for all teaching staff.	£ 93 per year	Wide ranging expertise within afPE – all pupils will benefit from knowledgeable and confident staff who are able to keep up to date with all developments.	Ongoing – membership will be renewed each year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Continue to offer a wider range of activities in order to get more pupils involved. Focus on Year 6 boys to tackle obesity	Arrange a pupil survey to ascertain what pupils would like via school council.	None	Increased participation in a range of sports activities (after school registers) Increased number of sports club opportunities available Improvements in resilience, self-esteem and health (questionnaire)	Stellisa Fitness taught up until March 2020 – Due to COVID-19 (see costings section1). Look at inactivity in other years groups.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Sports day – Postponed due to COVID-19. To introduce additional competitive sports in order to engage more pupils.	Liaise with local schools and SGO to investigate opportunity for school to be involved with local competitions.	£200	More pupils engages with competitive opportunities (registers).	Continue to involve children in observing and participating in competitive sports. Look at other opportunities for socially distanced events that should take place, due to COVID-19.
Other indicator identified by school: Additional Swimming – all children in all year groups have an opportunity to participate				
Due to COVID-19 not all year groups were able to have this opportunity.				

Signed off by	
Head Teacher:	Mrs Sandra Wiseman
Date:	15.7.2020
Subject Leader:	Mrs Anna Dyke
Date:	15.7.2020
Governor:	Mr Colin Avern
Date:	15.7.2020