

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"> Promoting female sports opportunities through clubs and entry into competitions and league matches. Training provided for staff to enhance outdoor learning opportunities and increase pupil activity for future years. Providing a high quality, broad curriculum that allows children alternative sporting opportunities. 	<ul style="list-style-type: none"> Provide professional develop opportunities for the Subject Lead, and allow for CPD opportunities for all. Develop an ethos of sport in school, with a greater number of alternative sporting opportunities. Provide swimming catch-up sessions for pupils who could not take part in their intended swimming lessons as a result of Covid-19.

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>	No data- Year 6 couldn't go swimming 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]?	No data- Year 6 couldn't go swimming due to Covid-19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	No data- Year 6 couldn't go swimming due to Covid-19
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?	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: £18, 160		Date Updated: 08.07.2020			
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:	
						26%	
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:
Increase the time children spend being physically active in school.		The create a multi-purpose sports area that allows children in KS1 to be taught in a safe environment that promotes sporting success, and increase the amount of playground space for break and lunchtimes.		£4719.69	During break and lunch times, the extra space has allowed children to participate in a great number of sporting activities at the same time. The area has enhances the choices for children in KS1 to be active.		Maintain and develop the area further by assessing the cost-effectiveness of installing all-weather flooring.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement						Percentage of total allocation:	
						42%	
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:

<p>Develop an ethos of sport and physical activity within the school through high quality coaching, increased pupil recognition, clubs and travel opportunities.</p>	<p>Continue to use the school's own sports coach to enhance the quality and implementation of sporting opportunities within the school day and as extra-curricular activities. Installation of new bike racks and safe places to leave travel equipment will be used to encourage active travel. The introduction of a new school sports award will be used to create sporting role models within school.</p>	<p>£7,315.85</p> <p>£250 (Bike racks)</p> <p>£93.99 (sports awards)</p>	<p>All children have had access to high quality coaching throughout their PE curriculum.</p> <p>All children have had opportunities to take part in a wide variety of extra-curricular sports clubs.</p>	<p>Continue to use the Sports Coach to develop a love of PE in school. Provide CPD opportunities for the sports coach. Use social media and 'active travel days' to continue to encourage active travel.</p> <p>Use social media, the school website and the school newsletter to reward recognise future winners of the trophy.</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:
				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:
Provide opportunities for staff to receive CPD.	Boogie bounce training and opportunities to lead. Forest School training for staff to promote an outdoor, more active curriculum in KS2.	£190 (boogie Bounce) £50 (Gymnastics membership) £650 (Forest school Training)	High levels of participation where recorded in extra-curricular Boogie bounce clubs. Forest school training was postponed due to Covid-19. Forest school opportunities will be integrated into KS2, enhancing activity within the whole school curriculum.	Continue to allocate funding to support the CPD of the Subject leader, which can then be passed on to other staff in order to create a whole school approach.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
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: Increase the range of sports children have access to in primary school.	Equipment was purchases that allowed for a greater variety of sporting opportunities- notably, tchoukball nets and balls and three static outdoor table tennis tables, which created a new sporting area on the playground.	£2,399.43	Children have improved activity levels and break and lunch as table tennis provides an additional area to participate in sports.	Use the table tennis tables to create house competitions (intro-school competitions) and to encourage children's participation in future inter-school.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:
Develop female sporting opportunities for competitive sport.	More female sports teams will be created (football and netball initially) and there will be greater emphasis placed on sending a more balance male-female ratio to sporting events.	£616.66 (travel) £154.45 (Sports Day) £1,719.93 (Football Goals)	The new all-girls football team saw building success in the newly joined girls' league. Sporting successes of all pupils, including those of the girls, were celebrated through social media, assemblies and the school website- this has created an ethos of female participation in sport.	Continue to enter the leagues. Continue to enter netball teams in inter-school sport and develop female intra-school opportunities. Invite a diverse range of athletes into schools to run workshops, support with sports days and lead sessions in order to develop role models for all (male, female, able, disables, different ethnicities).

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Andrew Ridley
Date:	18.07.20
Governor:	
Date:	

