



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 2020:	Areas for further improvement and baseline evidence of need:
<p>All children offered a sport club before or after school Range of sport clubs increased to incorporate new sports including a mix of dance styles Year 5 had swim safety lessons Introduction of volleyball and badminton into the curriculum Support staff more confident to assist in all PE lessons Links established with local tennis club for lessons and after school club 208 children represented the school (until lock down) and 148 did not. (Numbers are down on previous years due to the second year 3 sports morning, all tag rugby fixtures, all cricket fixtures and our cross-country competition being cancelled) All would have been asked to represent the school Up until March 2020 we participated in: 50 football matches (including 6 comps) 27 netball matches (including 4 comps) 6 hockey matches 3 cross country events 2 swimming galas 1 'creating pathways' sports morning with a neighbouring school</p>	<ul style="list-style-type: none"> • Every child running the morning mile. Since lockdown and keyworker school every child in school has run the mile. Mental and physical benefits have been observed in class. Mile to be integral part of the school day from September. • Catch up swim lessons for years 4,5 & 6 (when pools open). Years 4 & 5 need swim safety lessons before their residential school journey. New Year 6 missed a term of swimming • Continue to embed teaching links between subjects especially PSHE & Science. Children to understand how their body works and how sport can achieve more than fitness, the need to understand why health and fitness are important • Ongoing and in collaboration with other local schools gender equality in matches. Mixed teams for some traditional single sex sports e.g. netball & rounders. • Every child representing the school at least once at a sporting occasion. Every child can feel the sense of pride for representation and their skills and talents are valued. Increase a child's enthusiasm for a sport and encourage them to continue to play again. • Every child offered a place in a sporting before / after school club. Encourage a 'love of sport', maintain fitness and encourage children to participate in sport outside of school. • Promote walking, cycling or scooting to school. • JASS for younger pupils. Giving them an opportunity to experience sport and outdoor adventures

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? 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.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	88%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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 Planned but not carried out due to Covid19 (£1000 c/f for 'catch up')

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: £19,600		Date Updated: July 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:
					62%
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?	
Run a mile before school (at least 3 times a week). The children and parents become aware of the physical and mental health benefits. Opportunity for parents and children to exercise together Every class has 2 hours of PE lessons every week All sport related clubs free of charge during the spring and summer terms. Every child offered a place in a club Range of sport clubs increased	Hire of Griffin Field Children have consistent teaching across a range of sports. An opportunity to develop skills, understand rules, think strategically and work as a team or develop as an individual e.g. gymnast or athletics	£4,200 £8000	Children more focused, energised and 'ready' for the school day. Class teachers have noticed a change in pupils, more alert, ready, happy and energised PE lessons are enjoyed by all. Increased levels of participation. Team work has improved, attitudes in the playground have improved and levels of respect for players of all abilities. Increased interest in out of school clubs based on lessons e.g. rugby, athletics / running and cricket		Mile will continue 3 times a week as well as alternatives for 15 minutes exercise at the start of the day. PE timetable will continue (taking risk assessment and DfE guidance into account) School will offer a range of sport after school clubs when the guidance allows

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:	Sustainability and suggested next steps:
Sport Mentors support pupils with developing skills and confidence. Sport Mentors lead by example by being proactively part of all school sport events including Sport Relief Staff and parents encouraged to run the mile with the children All sporting events are reported on the school newsletter. (Children write the reports) Fixtures, photos and results are displayed on a noticeboard for parents and children to see Lunchtime skills sessions & /or clubs	Lunchtime sessions 1-2-1 or in small groups. Each mentor offers a different sport / skill Sports coaches to implement clubs & sessions Organising and helping to support sport events. Sport becomes a whole school thing involving the parents Reports are read by whole school community. Sport is considered as important and valued by the whole school community An opportunity to develop skills and play with peers	£2500	Pupils feel encouraged by Sport Mentors and more confident to participate with their peers. Pupils feel more inclined to join in lunchtime sport activities. Children see sport as something for all. Children are proud to represent the school and report on their achievements in glory or defeat. Reports often analyse 'what went wrong' and serve as a learning opportunity Pupils feel equal with their peers and have increased confidence in lessons e.g. throwing and catching a ball	Sport Mentor role to continue. Sport Mentors to take Young Leadership course. Extend role to include playground games Morning mile to continue at least 3 times a week Noticeboard and sports page in the newsletter to continue as well as 'twitter' Range of clubs to be extended. Lunchtime staff to be trained or oversee Sport Mentors

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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:
HLTA Sports coach to take 'Level 5: Professional Vocational Qualification: Primary School Specialism & Subject Leadership in PE' NQT (x2) training in PE	Increase knowledge and understanding in teaching PE across the curriculum Understand the basics of a PE lesson, objectives to achieve & how. Work with PE teachers to observe best practice.	£2000	Increased confidence in the delivery of lessons. Secure understanding of what makes a good PE session.	Send an HLTA on the course in future years Continue the programme in the future with NQTS
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%
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: 'New sports' to school; golf, volleyball and badminton	Learning new skills and new rules; playing new games	£1200	Children's interest and knowledge broadened. New clubs introduced to meet demand	Incorporate the sports into the PE curriculum for future years

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
Every child to represent the school at least once during the academic year Range of competitions to be increased e.g. enter a gymnastics comp Team selection to vary for each event. Not a squad for any sport but a continuous mixture of players. Squads not always defined by ability allowing for equal access for all. Comps to continue to take place in PE afternoons (liaise with local schools) Continue to host sport comps e.g. cross country	All children to be offered the opportunity to play in competitive sport. Keep registers of attendance & selection Every child has an opportunity in each sport Comps during PE lesson time allows for proper staffing and engagement in the local area/ community	£500 £200	Children feel valued in their contributions. Standards of competition raised Children feel less pressured to be in the 'A' squad. Children have more respect for those who are selected because of their talent, skill, teamwork etc. Children see the level of competition and know how to improve or raise their game. Opportunities to learn from victory and defeat.	Equality and gender in all sports throughout the year Team selection to be monitored Incorporate learning points into PE & PSHE lessons and whole school assemblies.

Signed off by	
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