

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

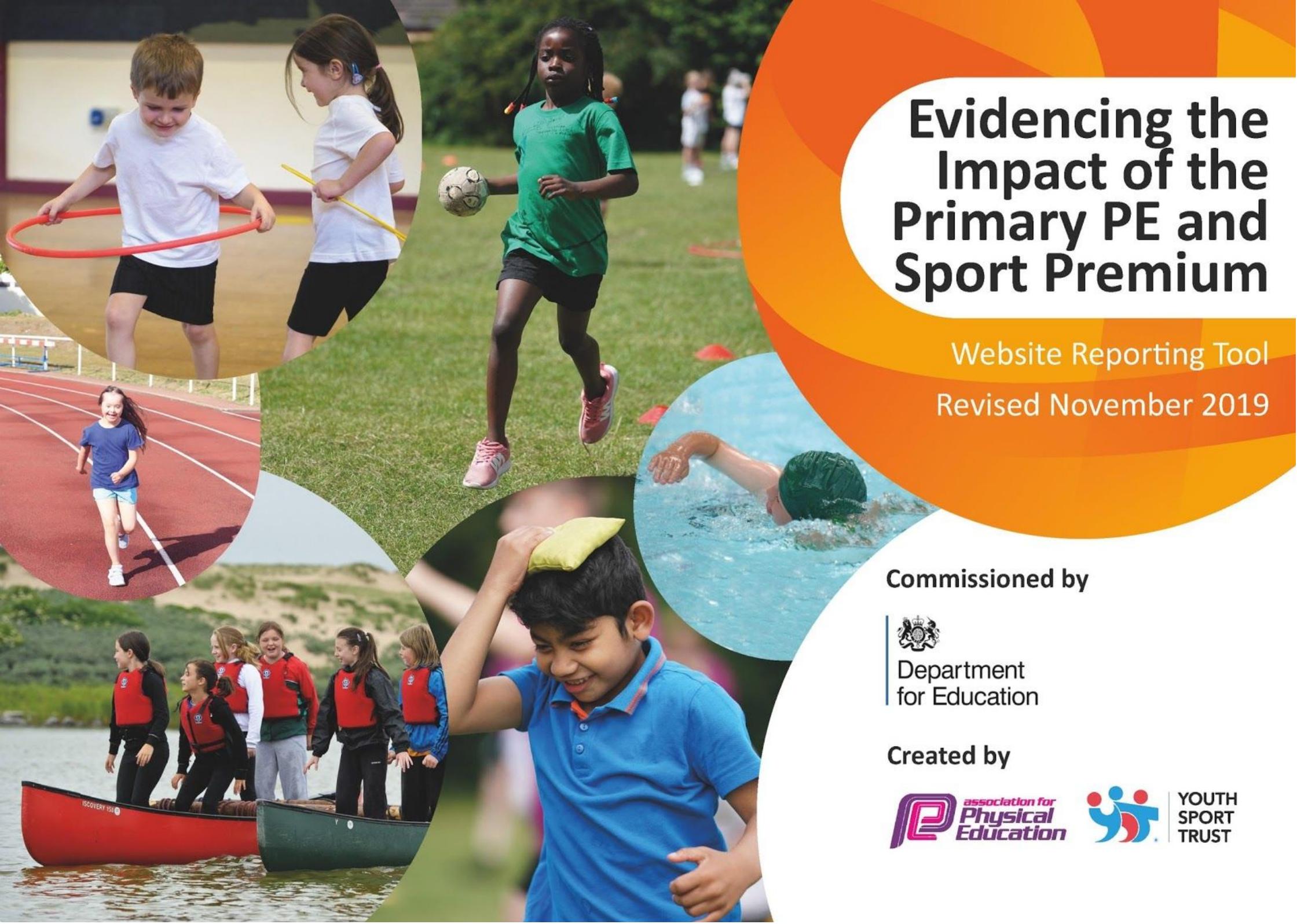


Department
for Education

Created by



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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: |
|---|---|
| <p>We have achieved Sainsburys school games Silver award for the past 4 years.</p> <p>Competitions We took part in 12 different competitions, 2 of them being inclusive sport competitions. We also played 15 football matches.</p> <p>Progress Data 3.5% of our children are working towards the expected standard in PE 85% of children were at the expected standard in PE 11.5% of children were working as greater depth in PE</p> | <p>In the context of Coronavirus and in lin with advice around healthy lifestyles (mental and physical) we are seeking to develop our approach to active, therapeutic play, working in unstructured playtimes but also in taught active play lessons.</p> |

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| 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> | n/a provision missed due to lockdown |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p> | n/a provision missed due to lockdown |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | n/a provision missed due to lockdown |

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

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: £18,262 | Date Updated: 1st May 2020 | | |
|--|---|----------------------------|--|--|
| <p>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</p> | | | | Percentage of total allocation: |
| | | | | % |
| Int ent | 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: |
| Increased amount of lunchtime and playtime equipment to promote physical activity during these times. | Sufficient amount of different equipment continuously available for the children to use. This encourages children to become more physically active. For example, skipping ropes, footballs, basketballs, and tennis racquets etc. | £1500 | During Autumn term, the children initially was using the equipment incorrectly. However, a new weekly rota for sports was introduced, chosen by the school council. This means the sports are supervised by a lunchtime supervisor or a specialised sports coach ensuring the children are using the equipment correctly. During spring term, the children are using the equipment correctly and regularly engaging in a variety of different sports which are on offer. | The equipment which is used for lunchtime and playtime is essential for not only physical benefits but for social and mental aspects of the children's learning so is an essential cost. |
| Qualified and specialised sports coach to deliver high quality PE | Qualified and specialised sports coach delivers a 90 minute PE lesson to each class weekly. | £16,766 (total) | All lesson observations have been to a high standard and any feedback has been implemented | The specialised sports coach makes sure all children are participating in high quality PE |

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| lessons across the school | | £16,766 (total) | for the future. | lessons. What else can I put? |
| Qualified and specialised sports coach to provide a variety of after school clubs Monday to Friday. | Qualified and specialised sports coach delivers a variety of after schools Monday to Friday. | £16,766 (total) | There are a variety of after school clubs available for both KS1 and KS2, Monday to Friday. The average attendance for KS1 was 69.5% and the average attendance for KS2 was 55.6%. | The specialised sports coach delivers the after school clubs and makes sure these after school clubs are available for the children to attend. |
| Restore or purchase any PE equipment, which is required in order to deliver high quality PE lessons. | Specialised sports coach to make an essential order at the start of the year to make sure there is high quality PE equipment for the PE lessons and after school clubs. | £0 (Ran by donations) | The equipment has enabled the sports coach to be able to deliver high quality PE lessons across the curriculum. | The equipment has been looked after therefore only a small restoration may need to be done for next year. |
| Qualified and specialised sports coach to train the lunchtime supervisors on how to lead a variety of activities in order to increase physical activity levels at lunchtime. | All lunchtime supervisors to receive expert training on how to lead different activities and use different equipment correctly. Lunchtime supervisors are given a sports rota which they follow in order to ensure the children are getting a variety of activities during lunchtime. | | All lunchtime supervisors attended the training, and all have an understanding on how to implement the training. They also follow the new sports rota. All feedback from the children has been positive about the new rota. | All lunchtime staff now have the knowledge and confidence to lead a variety of activities, following the new sports rota. Any upskilling and refreshers can be provided by our specialised coach again. |
| To provide bikes for children to encourage physical activity outside of school hours. | We have teamed up with Peloton, who restore donated bikes. The bikes are donated to our school and we provide children with a bike, who hasn't got one at home. | | We have been part of the scheme for several years now and have donated more than 90 bikes. | As long as we maintain our links with Peloton, the scheme will continue to run. |

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| Qualified and specialised sports coach to deliver sporting activities during breakfast club to increase physical activity levels. | Specialised sports coach to deliver sporting activities each morning during breakfast club for 30 minutes to increase physical activity levels | £16,766 (total) | Last year, there was no specialised coach available for breakfast club to deliver high quality sporting activities during breakfast clubs. This year, each morning the sports coach has delivered a variety of sporting activities for around 30 minutes during breakfast club. | The specialised sports coach delivers a sporting activity during breakfast club every morning to increase physical activity levels. |
|---|--|-----------------|---|---|

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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: |
| Sporting idol to come into our school so pupils can aspire to be a local sporting hero. Class names include sporting names of different gender and racial groups to raise profile | Invite local sporting hero to the school and talk about experiences in sport to promote physical activity. | free | Natasha Jonas attended our school and talked about her sporting experiences, which inspired our children to become more physically active. | Raising the profile of PESSPA is important therefore another sporting idol could potentially come into our school to promote physical activity. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|--------------------|---|---|
| | | | | % |
| I n t e n t | 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: |
| Qualified and specialised sports coach to train the lunchtime supervisors on how to lead a variety of activities in order to increase physical activity levels at lunchtime. | All lunchtime supervisors to receive expert training on how to lead different activities and use different equipment correctly. Lunchtime supervisors are given a sports rota which they follow in order to ensure the children are getting a variety of activities during lunchtime. | £16,766 (total) | All lunchtime supervisors attended the training, and all have an understanding on how to implement the training. They also follow the new sports rota. All feedback from the children has been positive about the new rota. | All lunchtime staff now have the knowledge and confidence to lead a variety of activities, following the new sports rota. Any upskilling and refreshers can be provided by our specialised coach again. |
| Specialised sports coach to take part in Sainsburys inclusive PE training, to ensure all children are taking part in high quality inclusive PE. | Specialised sports coach to use the knowledge from the Sainsburys inclusive PE training and apply it to the PE lessons. This will ensure all children are taking part in high quality inclusive PE regardless of their ability. | £16,766 (total) | Completed | The specialised coach is able to use the knowledge and apply it to the PE lessons. As the training has been completed, it will not need to be taken again unless a refresher is needed. |
| | Specialised sports coach to use the | £16,766 (total) | Completed | The specialised coach is able to |

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| Specialised sports coach to take part in PE primary school award, to ensure all children are receiving high quality PE lessons. | PE primary school award and apply it to the PE lessons. This will ensure all children are receiving high quality PE lessons. | | | use the knowledge and apply it to the PE lessons. As the training has been completed, it will not need to be taken again unless a refresher is needed. |
| Purchase new scheme of work called PE Passport, to enable high quality PE taught and assessments easily completed. | Specialised sports coach to use the scheme of work and assess the children termly using the new scheme of work. | £699 | The feedback from the new scheme of work is positive, both from staff and children. | The scheme of work will be purchased again next year as it provides a high-quality curriculum which is adapted for our children. It is also easy to use particularly for assessments. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| Colomendy? OAA? – Did we use PE premium? Oaklands? OAA? – Did we use PE premium? | Qualified and specialised sports coach delivers a variety of after schools Monday to Friday. | £16,766 (total) | There are a variety of after school clubs available for both KS1 and KS2, Monday to Friday. The average attendance for KS1 was 69.5% and the average attendance for KS2 was 55.6%. | Where does the funding come from to pay me? The specialised sports coach delivers the after school clubs and makes sure these after school clubs are available for the children to attend. What else can I put? |

| | | | | |
|--|--|--|--|-------------|
| | | | | Next steps? |
|--|--|--|--|-------------|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|---|--|---|
| | | | | % |
| Inten t | 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: |
| To increase the number of children participating in competitions. | Purchase LSSP competition package, allowing our children to take part in competitions against other children from other schools. | £1,775 | All evidence is posted on seesaw and kept on our PE passport scheme of work. | Scrap? Use LFC as more suitable for our children? |
| Transport to competitions | Sign up to LFC tournaments, allowing our children to take part in competitions against other children from other children. Transport to take the children to and from sporting venues, when the L6 community minibus is not available. | £0 How much did we spend on transport to competitions? | The children are able to travel to tournaments. | Book the L6 community minibus in advance to ensure transport is covered to and from tournaments using this rather than taxis/minibuses. |

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| Signed off by | |
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| Date: | 15th July 2020 |
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| Date: | 15th July 2020 |
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| Date: | tbc |