

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:
<p>Post-lockdown</p> <ul style="list-style-type: none"> • School ensure at least 30 minutes of physical activity was completed daily for all children who attended school during Covid 19. • During Covid 19, children were sent links for daily exercise such as Joe wicks, Oti Mabuse, Cosmic Kids Yoga etc to ensure that children were staying active during this period. Parents sent videos and photos that were include on their class Dojo pages. • A 'virtual sports day' was held to endorse keeping healthy during lockdown, with whole families taking part. The video is on the website to enjoy. • Children were able to complete sessions from Inspire+ 'Mini Olympics' with hundreds of other school children around the county. <p>Pre-lockdown</p> <ul style="list-style-type: none"> • Pupils in Year 1 receive 2+ hours and Reception receive 1+ hours of PE per week in school. • A 'Health and Wellbeing day' for all children took place as the Health and Wellbeing of the children at our school is of paramount importance. We hold 3 'Health and Wellbeing Days' throughout the year. During these days, the children took part in a range of workshops that helped them to think and learn about different ways to keep themselves healthy - physically and mentally. • Throughout the year, we strive to provide the children with a happy place to learn, but also look to ways that we can develop our children into life-long happy and healthy men and women. We used PSHE to help the children build on these life skills and their awareness of mental health, sex and relationships and physical wellbeing. • 100% of children attend an additional sports club this year. • Children that are unable to attend sports clubs are tracked and engaged though clubs and playground games during playtime, led by our sports coach and sports apprentice. This was partially beneficial for our children with SEND. 	<ul style="list-style-type: none"> • The engagement of all pupils in regular physical activity amounting to at least 30 minutes each day to ensure the wellbeing of all children. • To introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities. • Where possible the school will choose to take part in an active mile to develop a lifelong habit of daily physical activity. • To develop partnership with other schools to run sport activities and clubs. • and give teachers a good understanding of the principles of Get Set 4 PE scheme and feel able to utilise its strengths. • To develop partnership to ensure the SGO organises more festivals and tournaments for our KS1 children– included balance bike festival and cricket. • Prepare for the teaching of swimming with a focus on life saving skills. • To develop the partnership with Inspire+, in order to take full advantage of the opportunities and the development of staff CPD.

- The school is better equipped for a variety of sports and external lighting enables afterschool activities to take place.
- School continues to advertise Sport Holiday Camps and hold them at Poplar Farm, which many of our children attended, on school website and signposts to wider school community via letter(s) through Parent Mail, providing our pupils with a range of sport related activities.
- By having a Sports apprentice on full time staff, more children can be engaged in physical activity through lessons, clubs and at lunchtime and playtime.
- Visiting coaches have upskilled teaching staff in a variety of sports.
- Inspiration through sport is becoming more common. Attendance, participation, leadership and enjoyment in school is evident. Representing and competing is improving pupil mind-sets. Sarah Otten visited and inspire the children and set goals to achieve their adventures.
- KS1 and Reception access and use of the Balance bikes to improve concentration and core development.
- PE Conference: Subject Leader and Headteacher attend to ensure a whole school approach to PE.
- The school organised a range of specialist coaches to develop further staff skills in: Gym, Multi skills and Real Gym.
- Through SGO and Inspire+ school accessed a range of festivals and events for pupils of all ages so that they are introduced to new sports.
- A new trim trail has been installed to sport gross motor skills for all children.

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.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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: 2020/21		Total fund allocated: £16,440		Date Updated:		
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: 58%	
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? :	
<ul style="list-style-type: none"> - Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Use active lessons to increase physical activity levels and learning. - Develop Sports Ambassadors to support active playtimes and support extra-curricular activities. - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity. - To increase pupils' activity levels throughout the day. - Re-launch of 'Active Play' lunch times ensuring all pupils can take part in physical activity varying from supervised 		<ul style="list-style-type: none"> - Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. - Employ sports apprentice to engage more children in physical activity. - Develop the PE curriculum through 'Get set 4 PE' to ensure lessons link to the multi-skills approach. - Build links with local community sports clubs through our SGO and Inspire+. - Develop the action plan - Meet with MDS team after CPD training and for check in's - Purchase further Resources - Relaunch whole school initiative - Train sports apprentice - Lead assemblies on importance of physical activity and link to PSHE and RSE 		Inspire + membership - £3000 PE apprentice - £6,531.42	<ul style="list-style-type: none"> - Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors - Positive behaviour and a sense of fair play enhanced by using young Ambassadors as role models - Pupils activity at lunch and break increased - Children taking part in daily additional activities such as 'The Daily Mile' regularly - Sports Leaders support active play across the school - Children across the school more active on a daily basis and enjoy being active Evidence - <ul style="list-style-type: none"> - Curriculum map - PE policy 	- Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time.

<p>active play to inter house competitions.</p> <ul style="list-style-type: none"> - To continue to work in partnership with 'Inspire+' and our SGO to increase awareness of the importance of physical activity 	<ul style="list-style-type: none"> - Encourage use of initiatives such as the 'Daily Mile' in all year groups 		<ul style="list-style-type: none"> - Registers of participation - Extra-curricular data 	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 0%</p>
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:</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>
<ul style="list-style-type: none"> - Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Develop the sports apprentice role within school to promote sport and wellbeing. - Use PE and sport to develop the whole person including thinking, social and personal skills? - Use PE teaching to aid fine and gross motor skill development? - Use sporting role models used to engage and raise achievement? - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) - High quality PE lessons delivered during curriculum time. - To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability 	<ul style="list-style-type: none"> - As a school we contribute funding to sustain the Inspire+ partnership which provides the following opportunities: <ul style="list-style-type: none"> • Comprehensive CPD programme • PE Conference • Outdoor activity days • Primary Leadership Academy • Youth Sport Trust Primary Membership • Support from Matt Evans and Terry Plumb linked to SGO - Introduce Youth Sport Trust MY Personal Best programme in school. Training course attended and resources being utilised. - SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. - Employment of sports coaches - Continue to develop and use whole school plans and assessment. - Inter house competitions played throughout the year 	<p>SGO - £0</p>	<ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. - Interhouse competitions raise profile of competitive sport 	<ul style="list-style-type: none"> - Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. - Review School development plan, Whole school policies/PE policy - Use PE conference to review, evaluate and plan for the next academic year. - School staff better equipped/more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports leaders develop younger pupils into becoming leaders themselves

<p>to take responsibility for their learning and delivering of physical activities to the rest of the school.</p> <ul style="list-style-type: none"> - School staff better equipped/ more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports leaders develop younger pupils into becoming leaders themselves 	<ul style="list-style-type: none"> - Develop a team of sports leaders & Young Ambassadors through the Inspire+. Use the leadership awards to support pupils on their leadership pathway. - Sports Ambassadors and Sports Leaders to run their own club for younger pupils at lunchtimes. - Help run and record the events for Sports Day. - Current Ambassadors to also develop future Sports Leaders in preparation for the following year. 		<p>within school. As many children as possible to participate.</p> <ul style="list-style-type: none"> - Sports leaders impact importance of sport/activity by being positive role models in the school - Successful 'virtual' sports day held. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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>- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>- To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i></p> <p>- 1:1 lesson observations to monitor staff effectiveness and confidence</p> <p>- Questionnaire to monitor pupil and staff attitudes towards progression in PE</p>	<ul style="list-style-type: none"> • Provide opportunities for staff to access CPD opportunities through the Inspire+ Partnership CPD programme. • Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. • Purchase quality assured resources to support teachers and support staff. • PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coaches expertise with a skills focus • Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. • Liaise with other local schools to share knowledge and expertise. 	Sports coaching £1950	<ul style="list-style-type: none"> - Increased staff knowledge and understanding - All teachers able to more confidently plan, teach and assess National Curriculum PE - More confident and competent staff evidenced through feedback and lesson observations - More sustainable workforce including NQT. - Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Increased range of opportunities - The sharing of best practice with other schools in the Inspire+ Partnership. - A more inclusive curriculum which inspires and engages all pupils - Increased capacity and sustainability - Continued progression of all pupils during curriculum PE lessons. - Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE. 	<ul style="list-style-type: none"> - Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - Further 1:1 lesson observations to monitor staff effectiveness and confidence - Questionnaires/interviews inform us that pupils enjoy their PE lessons

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 30%
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:
<ul style="list-style-type: none"> - Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. - Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport - Providing additional links to Community Sports Clubs - Children participate in festivals/ tournaments held through Inspire+. - 100% of children took part in a PE club this year, including SEND children. - Increase opportunities for all children. - Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. - Sports clubs promoted though Class Dojo for all parents, including new EYFS parents. 	<ul style="list-style-type: none"> - Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through extra lunchtime and playtime clubs. - Review extra-curricular activities through pupil/parent voice. - Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school - To keep the website Class Dojo up-to-date range of clubs currently on offer (changeable throughout the year) - Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard - Children to attend the extra-curricular clubs. - School to enter children into sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ cricket 	Resources £4958.58	<ul style="list-style-type: none"> - Engaged or re-engaged disaffected pupils - Increased pupil participation - Enhanced quality of delivery of activities - Increased staffing capacity and sustainability - Enhanced, extended, inclusive extra-curricular provision - Improved behaviour and attendance and reduction of low level disruption - Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? - Coaches signposting children to community sessions. <p>Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys</p>	<ul style="list-style-type: none"> - Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision. - Further increase opportunities for KS1 children – in and out of school

	<p>/rugby/football/hockey - Equipment continues to provide opportunities during break and lunchtimes.</p>			
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Key indicator 5: Increased participation in competitive 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:
<ul style="list-style-type: none"> - Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. - Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. - Select children who we feel would benefit most from the opportunities available in the Purbeck Partnership events calendar. - Enter external events to give pupils the opportunity to compete against other schools - Investigate further use of virtual inter house competitions/ children leading own events 	<ul style="list-style-type: none"> - Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. - Use external coaches to run competitions to increase pupils' participation. - Identify a set number of competitions/events to provide transport to. - Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. - Regular (termly), intra-house sports competitions for pupils across different sports. - To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 		<ul style="list-style-type: none"> - Virtual Sports day set up and enjoyed by pupils. - Fixture results to be published in Newsletters, on website and through Dojo - After school club registers <p>Evidence includes -</p> <ul style="list-style-type: none"> - Photos/videos displayed at school and on website 	<ul style="list-style-type: none"> - Review attendance data and identify children for appropriate opportunities. - Continue to attend Inspire+ Partnership termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. - Further widen opportunities for pupils to take part in competitive sporting events - Investigate further use of virtual inter house competitions/ children leading own events

Signed off by	
Head Teacher:	Kate Hodson

Date:	20.07.20
Subject Leader:	Lucy Bowden
Date:	20.07.20
Governor:	Laura Cook
Date:	20.07.20