

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

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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 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>Established 'Sports Ambassadors' in the school with regular meetings discussing PE across the school.</p> <p>Regular participation in inter-trust competitions.</p> <p>Extra-curricular sports clubs after school to appeal to a range of different children.</p> <p>Working with local secondary school PE teacher, developing deeper understanding of theoretical PE.</p> <p>Lunchtime activities being run on regular basis, offering range of different sports and activities that appeal to all of the children across the school.</p> <p>Keevil teams becoming more competitive with sporting competitions.</p> <p>New Netball Club started and run by school staff.</p> <p>PE equipment audit and list of new PE equipment ordered.</p> <p>New equipment bought in order to deliver higher quality PE.</p>	<p>Allow more opportunities for Intra school competitions.</p> <p>To improve PE assessment across the school.</p> <p>Complete a staff subject knowledge audit and then organise relevant CPD accordingly.</p> <p>Re-introduce the role of 'Sports Ambassadors,' giving them more opportunities to organise and run school events.</p> <p>Continue to review PE equipment and regular audits.</p> <p>Prioritise children's mental health and look into sessions and activities that can support children in school and at home.</p>

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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 2021.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: £ 17,110		Date Updated: 15.1.21	
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:
					%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To enhance lunch time outside play		Sports coaches delivering high quality team games and sports during unchtimes.		£	
				Sustainability and suggested next steps:	
				Work with sports ambassadors supporting them with running activities during lunch times.	

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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	90%
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?:
To help overcome the school's lack of physical space through children being able to access sport and outward bound activities beyond the school	<ul style="list-style-type: none"> Specialist Coaches at Wiltshire School of Gymnastics Bus travel to Wiltshire School of Gymnastics 	£ £	•
Children receiving specialist sports coaching for all PE lessons	<ul style="list-style-type: none"> Acorn Sports Instructors used for the majority of PE lessons across the school 		
Increased emphasis on children's mental health.	<ul style="list-style-type: none"> Visitor to come to school and deliver lessons giving children strategies to help with mental health. 		
Children receiving specialist swimming provision – for every year group across the school	Payment for lifeguard Cost of Swimming Swimming Instructors Bus travel to Trowbridge Swimming Pool		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0%
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 complete PE observations to enable subject leader to have a deeper understanding of the areas for development across the school. To ensure that all PE equipment is stored appropriately and safely and is easily accessible. New equipment in order to deliver high quality PE.	Release time for PE subject leader to observe the teaching of PE across the school. All equipment is stored appropriately and is accessible. School have ordered: Class sets of size 3 and size 4 footballs. Class set of rugby balls New tag rugby equipment New rounders poles and stands	<ul style="list-style-type: none"> TA release time to organise PE shed. PE lead release time for audit 		<ul style="list-style-type: none"> Ensure audit is completed regularly and equipment list is created so PE lead can re-order damaged/faulty equipment.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	0%
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>Additional achievements:</p> <p>Using lunchtime clubs to promote healthy lifestyle and variety of sports for those that are less active.</p> <p>Use children to maintain and monitor sporting equipment</p> <p>Year 6 children organised and ran sponsored sporting event.</p>	<ul style="list-style-type: none"> • More involved in lunch time PE opportunities. • Monitor PE cupboard and complete termly equipment audits. • Regular meetings to continue to take place and actions followed up on. <p>Children came up with ideas for event and ran activities for all classes across the school.</p>			Send out questionnaire – eliciting ideas for various sporting activities.
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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:
Greater participation in competitive sport.	Compete within every inter-trust sporting event. <ul style="list-style-type: none"> • Consider selection policies for competitions • Set up clubs related to competitions • Release time for subject leader/TA's to take children to sports competitions 			

Signed off by	
Head Teacher:	<i>Lindsey Hermon</i>
Date:	15.1.21
Subject Leader:	<i>Aaron McCaldon</i>
Date:	15.1.21
Governor:	<i>Hannah Wright</i>
Date:	15.1.21

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