

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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>Maintained Gold Standard Mark in Sainsbury's School Games.</p> <p>90% of children surveyed in current year 6 cohort can use a range of strokes effectively.</p> <p>Maintained encouragement of active day through installed playground markings and implementation of Stormbreak into daily routine.</p> <p>Increased number of members of staff actively engaged with promoting PE within the school: 2 last year up to 4 this year.</p>	<p>Maintain this mark over the next two years to achieve Platinum rating in 2022/23.</p> <p>Continue to provide Year 3 swimming and top up with Year 4 additional lessons for those children unable to swim 25 metres in Year 3. Encourage those unable to swim 25m after this with advertisements and notices from local pools.</p> <p>Introduction of personal challenge to accompany Daily Mile and continued participation with university to embed Stormbreak.</p> <p>Further training of staff to increase confidence of delivering PE in the school and increase participation in event. Employment of PE specific TA.</p>

Meeting national curriculum requirements for swimming and water safety.	Of 42 responses from 78 who responded to survey
<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>	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66.6%
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: £21,144		Date Updated: 9 th June 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:	
						11%	
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:
To incorporate an active mile: to increase activity amongst students within the school day.		All children have option to complete Daily Mile through active playground markings and encouragement from teachers during the school day.		£2,330	Playground markings now clear which allow children to complete daily mile independently as well as with a member of staff.		Tracking system to allow children to achieve personal best. Possibly Golden Mile or self-made option.
Stormbreak: university research project to explore relation between active learning and positive mental health.		Staff have been carrying out Stormbreak sessions and online videos (during pandemic) to encourage 15 minutes of active mental health during the school day.		free	Children have been allowed 15 minutes of active mental health exercises over the course of the day. Feedback from children has been positive.		Continuation of programme with university and exploration into impact through research
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement						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:

Increase participation in extra-curricular school events and clubs: maintain Gold Mark awarded in 2018/19.	Maintained Gold Mark level in 2019/20. Events participated in throughout year included: football, cricket, dance, swimming, athletics, cross country, multi-skills and netball.	Free ½ supply per club per term £100 ½ supply	125 individual children now active in clubs within school. 84 individual children have taken part in tournaments/events representing the school. Reports found on newsletters and school social media site.	Look to increase number of children taking part in active school clubs and events: look to increase girls' participation in particular.
Sport Relief: increase awareness of activity through organised event.		Free	Whole school took part in active afternoon lead by headship team.	Entered further events to engage children in activity for fundraising: e.g. UNICEF day.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				45%
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:
Training of staff to increase confidence in teaching across school.	PE champion went on CPD gymnastics course to increase subject knowledge.	£133 + Supply costs £185 per day	Subject knowledge to be shared with staff at allocated INSET day (was scheduled for Summer term).	Knowledge to be shared with staff at upcoming INSET DAY: understanding to be reflected in planning.
Increase confidence of teaching PE amongst staff. Promote engaging and specialist PE lessons to increase attainment amongst children.	Employ a PE specialist to oversee lessons with teachers.	RD Coaching KS1/2 development, after school and lunch time clubs £6,850	<p>Children demonstrate high expectations within PE. They receive high-quality specialist teaching and are challenged.</p> <p>Teachers receive coaching in specialist sports from RD</p> <p>General fitness and skill for children taking part in the lessons with a higher teacher to pupil ratio.</p> <p>Children are developing their Speed, Agility Quickness through a range of drills and activities.</p> <p>The attainment in Physical Education has improved due to</p>	<p>Teachers work alongside the coach- team-teaching which allows weekly CPD and acquisition of skills.</p> <p>The teachers working alongside the specialist coaches, focus on specific elements of the lesson, including: SAQ warm ups, differentiation of tasks through space, groupings, task and resources., presentation and delivery of lessons to suit a variety of learning behaviours, questioning techniques and cool down processes.</p> <p>We remain confident that</p>

			the high quality coaches who focus on every child being able to meet the key fundamental movement skills through warm up drills and apply them in small sided games.	enough teachers have experienced team teaching lessons across a variety of team and individual sports, that not only has the delivery of Physical Education improved, but that the Sport Premium spending has allowed the continuation of good teaching in this subject to be sustainable.
Increase flow of learning and progression through clearly defined expectations across the school.	Progression of skills and knowledge planning mapped out across the school. Staff meeting to share this plan and allow teachers time to plan lessons in accordance with long-term planning.	TLR Costs £2500	Teachers now have clear long-term plan to refer to when planning and can see the progression the children make according to their age.	Review planning from individual year groups to ensure long-term progression is being followed.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				45.7%
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:
Offer a broader range clubs and activities to children, with specialist coaching.	Employ a specialist Cricket coach.	Cricket coach £510	Increased advanced Cricket breakfast club with a larger group of children now taking part.	Increased professionalism of clubs and opportunities for more events.

Offer a broader range clubs and activities to children, with specialist coaching.	Employ a specialist quadkids and athletics coach.	James Hinds coaching: tbc	Due summer term.	
Offer a broader range clubs and activities to children, with specialist coaching.	Encourage further attendance of clubs in school and offer a wider range of clubs.	Costs covered by RD SPoRts	<p>Year 1 and 2 tennis club</p> <p>Year 1 and 2 multi-sports</p> <p>Year 3/4 Multi-sports</p> <p>Year 5/6 Tennis Club</p> <p>Year 3, 4, 5, 6 Girls and Boys football skills club</p> <p>Year 5/6 Boys and Girls Netball club</p> <p>Year 3, 4 , 5, 6 Cross Country Club</p> <p>Year 5/6 Girls football club</p> <p>Early morning Stormbreak Club.</p> <p>Early morning Advanced Cricket Club.</p> <p>(Proposed but halted due to pandemic)</p> <p>Change 4 Life club</p>	Continue participation in 2020/21 along with more options targeting girls.

			Quadkids club Rounders club	
Support extra-curricular school clubs with resources which can engage children.	Purchasing of equipment specific to support clubs e.g. netball, football, athletics, change 4 life etc. Purchase of new PE sheds to store extra curricular sport equipment.	£2,570 £6,599.96	New sustainable equipment purchased to maintain club engagement for coming years. New sustainable equipment purchased to maintain club engagement for coming years.	Evaluate use of equipment and invest in secure compartment to keep.
COVID – 19 Support children in school and at home with physical activities during the Coronavirus pandemic.	Use website to point parents and children toward home based activities: Joe Wicks PE, School Games Organiser PE timetable. Continue to employ RD Sports and Cricket Coach to deliver lessons in school during the lockdown. Design and publish on website an online Sports Week to give active opportunities to children in school and at home. Have staff members take 'bubbles' in school out for physical activities throughout the day during school.	Free Taken from RD Sports and Steve Wilson Cricket budgets.	Continued activities available for children in school.	Consider other opportunities for children to take part in PE activities whilst at home.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.6%
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:
Offer opportunities to take part in events.	Tournament and entry fees.	£144	Entered: PEDSSA, Dorset FA Cup, cricket festivals, swimming galas.	Continue to enter tournaments and focus on coaching teams to increase participation and attainment in sports.
Offer more opportunities to partake in a variety of sports, tournaments and development events.	Dedicated Sports Premium TA to support travel and attendance of events.	tbc	Due in Summer term.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Date:	
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