

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>The allocation of a full afternoon of taught PE for each year group in the academic year 2019-2020.</p> <p>Subscribing to the 5-a-day fitness programme online to promote movement throughout the day.</p> <p>Girls football club (ran until lockdown) to begin to engage a higher percentage of girls in sport</p> <p>The ongoing development of the extra-curricular clubs we have offered</p> | <p>Making links between PE and improving academic outcomes in the core subjects.</p> <p>Continuing to engage a higher percentage of girls in sports</p> <p>Using PE to support the social development of our children (Mental health and Wellbeing)</p> <p>To expose our children to a wide variety of sports and sporting opportunities</p> <p>To celebrate our children's achievements through the kite mark award</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> | 61% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 50% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 45% |
| 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? | 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: 2020-2021 | | Total fund allocated: £18,370 | | 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: |
| | | | | | 43% |
| 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: |
| PE lessons timetabled to ensure every year group has a full afternoon of taught PE. | Timetable re-assessed Summer 2020. Additional ‘Physical wellbeing lesson’ added to the timetable for the first Autumn term to address the possible lack of exercise completed during the COVID-19 pandemic. | | This is timetabled but due to COVID lockdown our usual timetable is on hold. | | |
| Provide opportunities within the classroom to encourage movement and mindfulness. | Renew the subscription to 5-a-day Fitness programme. Monitor the use of this in classes. Add additional subscription to enable home access (<i>support children and families in the event of a local or national lockdown</i>) | £437 | Subscription to 5-a-day Fitness has been renewed. | | |
| Provide opportunities at lunchtimes for children to participate in sports activities/games (<i>when COVID-19 guidelines allow</i>). | PE coordinator to organise a timetable for lunchtime sports/games – change half termly. Led by coaches and TAs | £5364 | Currently unable due to COVID restrictions | | |
| Extra-curricular opportunities offered to all year groups (1-6) across the academic year (<i>when COVID-19 guidelines allow</i>). | PE coordinator to converse with HT & staff running after school clubs Gather pupil voice re. The sports based clubs they would like to attend. Liaise with SSP regarding opportunities for | £1947 (3 x Level 3 TAs) £45 (FA Football entry) | Currently unable due to COVID restrictions | | |

| | external coaches | Cost below | | |
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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: |
| | | | | 15% |
| 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: |
| Working collaboratively across school | Organise termly house events within school. | £100 | COVID restrictions have not allowed this so far this year. | |
| Developing leaders | Liase with SSP re. Training a group of children to be playmakers. Liase with the assistant head/SENCO to add to the group of Shooting Stars (buddy/playground leaders) | £100 | COVID restrictions have not allowed this so far this year. | |
| Making links with PE to the core subjects | Coaches to read a story to the children at the end of each PE lesson. Coaches to be aware of links with Maths which can be addressed in sports such as position and direction. Make links with local clubs Research and identify the sports which develop strength to support writing stamina in school. | £450 | During the Autumn term coaches were reading stories at the end of the day on PE day. | |
| Improving the mental health and wellbeing of our children | Teach the children the importance of a healthy lifestyle through PE, PSHE and Science. Recovery curriculum (PSHE based) followed in the first autumn term – to include physical wellbeing. | | The curriculum has been overhauled this year, links have been made in subjects to healthy eating and lifestyles. | |

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| Improving participation of groups of children in sports and sporting activities. | Daily bursts of exercise provided through the 5-a-day Fitness subscription. Home subscription added. Sporting successes celebrated Breakfast Club session, led by the coaches <i>(when COVID-19 guidelines allow)</i> Additional 'Physical wellbeing lesson' added to the timetable for the first Autumn term to address the possible lack of exercise completed during the COVID-19 pandemic. | £960 | Each class completed an additional weekly physical wellbeing session led by the teacher during the first Autumn term. 5-a-day fitness subscription has been renewed. | |
| | Liase with the SSP regarding different sporting opportunities that groups of children may be interested in. Gather pupil voice to support in planning opportunities which interest different groups of children. Continue to run a girl's football club <i>(when COVID-19 guidelines allow)</i> | £1152 | School has signed up to the online platform provided by the SSP (Spring 1) Year groups participated in challenges set by the SSP in the Autumn term | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | 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: |

| Remain up to date with the latest research around PE | Subscribe to join the AfPE | £95 | Ongoing by PE lead and liaising with staff at the SSP and the MG coaches. | |
|---|---|---------------------|--|--|
| CPD delivered to staff across the year focussed on our PE key aspects (Team games, sending and striking, athletics and gymnastics) | PE coordinator to liaise with HT/Martin Grey/Head coaches to plan CPD opportunities Liaise with SSP lead to identify CPD opportunities that could be provided. | £1,500 | COVID restrictions have not allowed this. | |
| CPD needed for setting up and running a Change4Life Club | Liaise with SSP lead Use the Change4Life schools website to support | £450 | COVID restrictions have not allowed this. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 23% |
| 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: |
| Extra-curricular opportunities offered to all year groups (1-6) across the academic year (when COVID-19 guidelines allow). | PE Coordinator to liaise with staff leading after school clubs | Cost included above | COVID restrictions have not allowed this. | |
| Provide opportunities at lunchtimes for children to participate in sports activities/games (when COVID-19 guidelines allow). | PE coordinator to organise a timetable for lunchtime sports/games – change half termly. Led by coaches and TAs | Cost included above | COVID restrictions have not allowed this. | |
| Identify and participate in additional sporting opportunities through the local SSP | PE Coordinator to sign up to the Service Level Agreement for 2020-2021 | £1270 | Year groups participated in challenges set by the SSP in the Autumn term | |
| External coaches to provide opportunities for children to be exposed to different sports/activities (when COVID-19 guidelines allow) | PE Coordinator to identify opportunities throughout the year – liaise with SSP | £1000 | COVID restrictions have not allowed this. | |

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| Sports kit to be purchased to ensure children can learn and practise skills with the correct equipment | PE Coordinator to complete an audit of the sports kit we have. Identify the sports kit we need to ensure the key aspects we have identified as a school can be taught well. Identify the regular competitions we enter, during audit identify if we have the correct equipment needed to ensure the children are prepared. | £2000 | PE coordinator has completed an audit of PE equipment. During the Autumn term PE lessons did not require equipment due to COVID restrictions. | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|---------------------|--|--|
| | | | | 8% |
| 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: |
| Organise intra-school events | PE Coordinator to organise termly house events | Cost included above | COVID restrictions have not allowed this. | |
| Enter inter-school events | Attend SSP lead PE meetings for event information. In the Autumn term, identify the events which will be entered. Enter the local football league Participate in our MAT football events. Maximise participation in competitive events when more than 1 team can be entered. | Cost included above | Year groups participated in challenges set by the SSP in the Autumn term | |
| Transport to and from events | Transport to be arranged to ensure we can travel to and from the events organised. | £1500 | Not required as no events. | |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | Charlie Johnson |
| Date: | 20/07/20 |
| Governor: | |
| Date: | |