



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: |
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| <p>Wider range of sports and activities taught in PE lesson.</p> <p>Wider range of clubs provided for all children.</p> <p>All staff participate in PE assessment.</p> <p>More and wider range of equipment available to use in PE lessons, leading to higher level of teaching.</p> <p>More competitions entered and more children taking part.</p> | <p>Use of Commando Joes curriculum to help build key skills.</p> <p>Personal best activities to be introduce and individuals to set targets for themselves.</p> <p>Introduce and teach in sports and activities to develop key skills.</p> <p>Build resilience and teamwork across the school.</p> <p>Continue to develop links between physical activities and mental wellbeing.</p> <p>FMS clearly planned and scheduled in PE lessons.</p> <p>All children being active for at least 30 minutes every day.</p> <p>Core tasks are being used to assess PE areas.</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> | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 100% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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: 2019/20 | | Total fund allocated: £16,900 | | Date Updated: 10 th June 2020 | |
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| 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: |
| | | | | | 10% |
| 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?: | |
| Pupils to be active for at least 30 minutes a day and engaging in a range of physical games and activities. | Elaine Smith employed to support the development of the 30 minutes activities at lunchtime, train the welfare staff to engage children and play different games. Create a lunchtime rota for games and activities to ensure children are active for 30 minutes. Purchase playground equipment to ensure activities are engaging and fun. | | £800 | All children are active for 30 minutes everyday – during planned lunchtime activities, lesson starters or mind break activities. | |
| | | | £500 | Equipment purchased to support the 30 minutes of daily activities. | |
| Children to support the leading of the 30 minutes daily activities. | ES to train children to be playground leaders. Children to lead different activities on the lunchtime rota for younger children. | | £350 | Year 5 and 6 children lead planned activities during lunchtime and help support younger children. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: |
| | | | | | 16% |
| 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: | Fun ding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Continue to praise and support children’s achievements in school. | Purchase certificates for children showing great attitude, effort and skill during PE lessons. | £200 | Children enthusiasm to show pride in their PE skill has improved. All children engaging more in PE lessons, clubs and competitions. | Continue to praise children extra-curricular PE or sport achievements. Introduce an end of term certificate for PE star of the term. |
| Plan and arrange different event that shows off the children’s different abilities and success in school PE. | Arrange for outside agencies to come and organise events like a flash mob and personal bests. Arrange an after school awards evening/gallery where children can show their PE skills to parents. | £2000 | Companies contacted to lead clubs and extra event (flash mob). Staff planned to start personal best with athletics All postponed due to Covid-19. | Contact companies to arrange Flash Mob and other extra sporting events when school is fully re-opened. |
| Improve children’s team skills and individual skills outside of PE lessons. | Organise house games to develop team and individual skills as well as applying tactics. House games to include football and rounder starting in the summer term. | £500 | House games events planned for football and main house games event (sports day) in summer term. All postponed due to Covid-19. | Ensure house games are ready for when school is re-opened fully. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 21% |
| 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: |
| Children to widen their range of skills across school PE – teamwork, tactics, decision making. | Elaine Smith to teach classes for a term to build staff confidence and skill in a wider range of sports. | £3000 | Teachers teach a wider range of skills linked to different areas of PE more confidentially, meaning children broaden their skill base. | Teachers in school have the confidence and skills in new areas of PE. Teach to plan lesson around new skills learnt. |
| Children to be confident in assessing their own ability. | Teachers and ES to plan in time during lesson to model and teach children how to assess skills. | | Children given time to watch themselves back on ipads to assess themselves and give suggestions to improve. | Children can now support their own learning during PE lessons. Staff have the knowledge of how to develop children's self-assessing in PE. Chn to assess their own skill level before and after a topic of work. |
| Children in KS1 to be familiar with FMS and the correct techniques for each FMS. | Class teach to work with PE lead to discuss FMS and how to implement them. | £500 | Equipment bought so children have a range to practice the FMS during a lesson. Teachers know the FMS and have a range of ideas to teach them. | Equipment can be used in a range of PE lessons, enhancing children's skill development. New staff to be supported in developing their knowledge of FMS. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 41% |
| 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: |

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| <p>Children to develop their understanding of physical health, mental health and well-being linked to PE and physical activities.</p> | <p>Purchase equipment for different activities. Book visit for all years to places to develop understanding of link the health and PE. Arrange a visit from the Life Bus to enhance knowledge of bodies and health.</p> | <p>£1500</p> | <p>Children's knowledge of the links between health and fitness and PE have improved. They understand the importance of looking after their bodies.</p> | <p>Continue to teach and explain the importance of personal health and the links to PE. Introduce a personal best scheme for fitness and health during the autumn term.</p> |
| <p>Organise and run a range of clubs using outside agencies.</p> | <p>Purchase equipment to implements new clubs and PE activities. Email and telephone different companies to arrange clubs and visitors.</p> | <p>£2000</p> | <p>A range of outside agencies used to promote different activities and sports. – ballet and contemporary dance, judo, archery. Equipment purchased to improve quality of clubs and availability to more children</p> | <p>Clubs to continue to run to give children an experience of different sports. Teachers to continue to lead some clubs ensure are range of activities are offered.</p> |
| <p>Develop children's OAA experiences and team building and resilience activities.</p> | <p>Organised trips and visit to enhance PE experiences and develop new skills</p> | <p>£3500</p> | <p>Event organised but rescheduled due to Covid-19</p> | <p>Children introduce to new activities have the chance to continue outside of school. Development of resilience and teambuilding activities that school staff can use on site. Event rescheduled for the Autumn term.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 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: |
| Children to compete in a range of different competitive situations | <p>Sign a contract agreement with ES for her to arrange and provide school competitions.</p> <p>Organise transport to and from events to insure higher participation.</p> <p>Purchase equipment so school can host competitions</p> | <p>£900</p> <p>£500</p> <p>£600</p> | <p>Children participate in a number of school competitions and more were organised but postponed due to Covid-19.</p> <p>Taxi's and minibus book for a number of events which increased participation in competitions.</p> <p>Equipment purchased and school is suited to host competitions.</p> | <p>Competitions can be arrange by different schools staff to ensure the continuation of these competitions.</p> <p>Train staff in supporting the refereeing and leading different competitions</p> |
| More competition organised in school | Organise and run school house competitions during the summer term. Purchase a new trophy and certificates for the house games. | £500 | Plans in place for house games in football and rounders in KS2. Main house game event –sports day. All postponed due to Covid-19. | Ensure house games are ready for when school is re-opened fully. |