

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

* Develop or add to the PESPA 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](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools) 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. Under the [Ofsted Schools Inspection Framework](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](https://www.gov.uk/government/publications/governance-handbook) hold them to account for this.

Schools are required to [publish details](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) 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 **31 July 2019** at the   
latest.   
  
We recommend regularly updating the table and publishing it  
on your website throughout the year, as evidence of your   
ongoing review into how you are using the money to   
secure maximum, sustainable impact. To see an   
example of how to complete the table please   
click [HERE](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| 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 children may swim in another year please report on their attainment on leaving  primary school. | % |
| 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? | 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 students today and for the future.

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| **Academic Year:** 2019/20 | **Total fund allocated:** £18,920 | | | **Date Updated: September 2019** | | |  | |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | | | | Percentage of total allocation: | |
| 60% | |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | | | Funding allocated: | | Evidence and impact: | Sustainability and suggested next steps: | |
| Pupils of all ages will be part of clubs in a range of sports led by outside professionals. | Bradford City coaches providing a wide range of sport clubs before school, at lunchtime and after school on a daily basis. | | | £11,400 | | Successfully implemented with targeted children attending regularly. | Continue with this provision. | |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | | | Percentage of total allocation: | |
| 19% | |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | | | Funding allocated: | | Evidence and impact: | Sustainability and suggested next steps: | |
| Transport and equipment | Minibus costs to attend sporting events  Equipment, particularly in the playground to develop skills and physical activity by all children. | | | £3600 | | Attended National football events on 3 occasions.  Outdoor provision developed for EYFS children to access | Develop links with local secondary schools to increase sporting events participation (Covid permitting) | |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | | | | Percentage of total allocation: |
| 5% |
| School focus with clarity on intended  **impact on pupils**: | | Actions to achieve: | Funding  allocated: | | Evidence and impact: | | | Sustainability and suggested  next steps: |
| Up to date training for staff to ensure that pupils receive high quality PE | | HLTA to work alongside sports coach / specialist teacher in areas identified.  Training courses provided for PE staff | £1000 | | HLTA worked with sports coach and expertise now used in school. | | |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | | | | Percentage of total allocation: |
| 10% |
| School focus with clarity on intended  **impact on pupils:** | | Actions to achieve: | Funding  allocated: | | Evidence and impact: | | | Sustainability and suggested  next steps: |
| Widen the experiences of the children by the installation of new equipment to extend skills | | Climbing wall in the playground | £1900 | | Outdoor area in EYFS developed to promote physical development of younger children. | | | Playground equipment to be developed for older children 2020-21 |
| **Key indicator 5:** Increased participation in competitive sport | | | | | | | | Percentage of total allocation: |
| 5% |
| School focus with clarity on intended  **impact on pupils**: | | Actions to achieve: | Funding  allocated: | | Evidence and impact: | | | Sustainability and suggested  next steps: |
| Participate in sports competitions opportunities in MAT, links with local secondary school and local and national competitions such as J Rock | | Transport and sports kits / equipment | £1000 | | Participation in dance workshops and performance. | | | Continue to develop links with local dance charity. |