

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



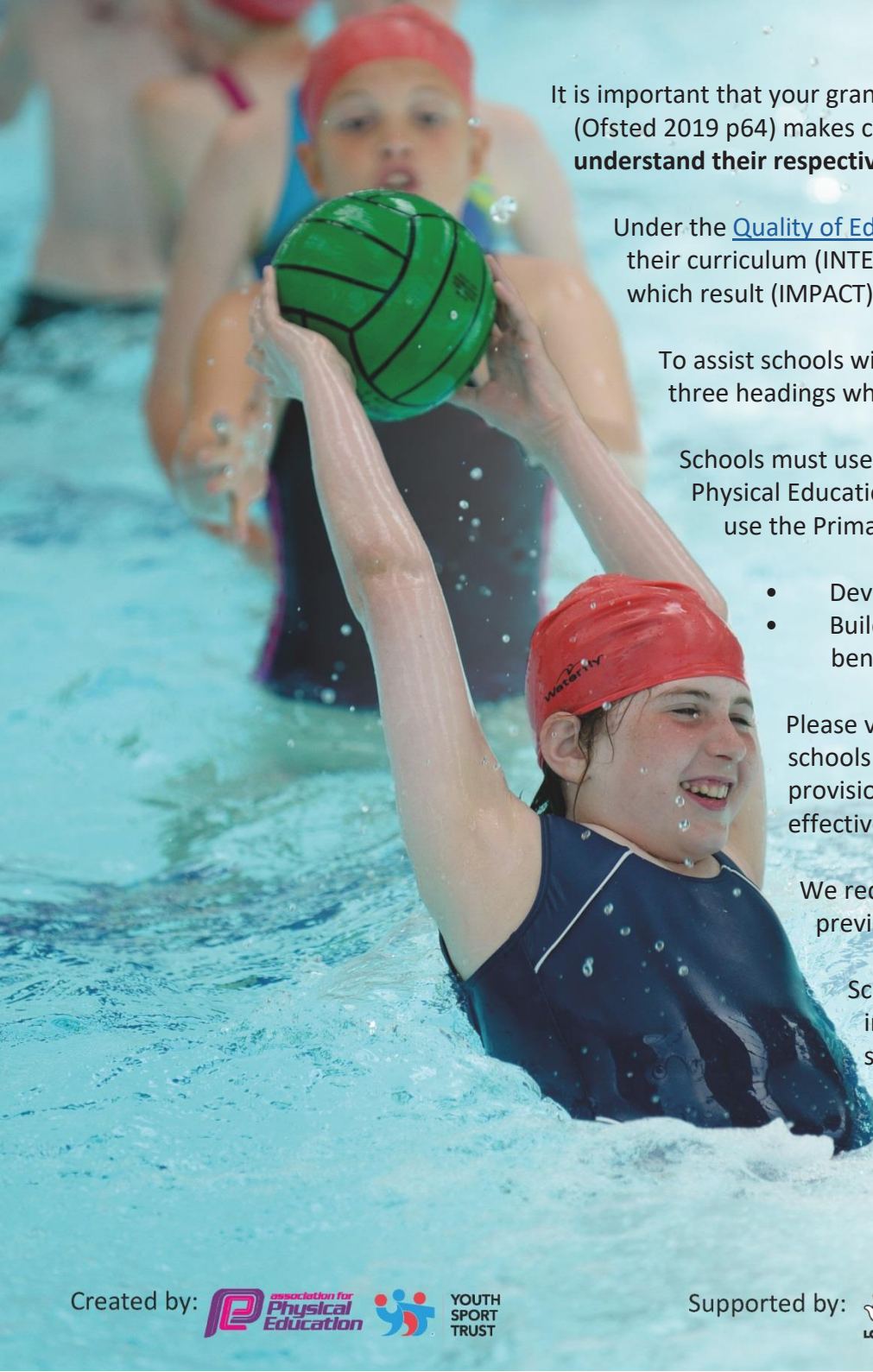
Department
for Education

Created by



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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>Key achievements in 2019/20</p> <ul style="list-style-type: none"> - Introduction of broad and varied sports / activities taught in PE lessons including cheerleading and some orienteering - Where intra school competitions had taken place (before covid 19) participation remained high. - Lunchtime and playtime provision have increased engagement of pupils in regular activity because of improved access of equipment. - coaching for girls football encouraged engagement from more pupils and raised the profile of the sport. <p>Key achievements in 2018/2019</p> <ul style="list-style-type: none"> - CPD of staff in Gymnastics and orienteering has improved their confidence to teach these disciplines - Participation in organised School Games Competitions, the highest in the School Pyramid with over 20 inter-school competitions participated in. - School achieved Gold for Sports Mark award for the first time - 6% increase in participation at interschool competitions from previous year. - New opportunities for children to participate in a variety of sport and physical disciplines including: table tennis, ballet, trampolining and climbing - Purchase of 2 table tennis tables increased participation in sport at lunchtime - Sports Crews introduced skipping club. Encouraged a high percentage of pupils wanting to learn to skip or improve skipping skill set at lunchtime. - Opportunities given to pupils to participate in outdoor and adventurous activities eg rock climbing and caving - New table tennis club for Y4 and Y5 children encouraged less active children to participate in a competitive sport. <p>Introduction of outdoor sports store to encourage participation in a</p>	<ul style="list-style-type: none"> -Pupils to become more aware of own levels of fitness -Pupils in Key Stage 2 to have access to more outdoor provision -For all pupils to access physical activity across the curriculum - For the whole staff to become more confident in the teaching of athletics - For teachers to have a more effective progress tracking system in Physical Education

variety of physical activities during lunchtimes supported by the Y5 Sports Crews.	
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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 2020.	%
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: 2020/2021		Total fund allocated: £17670 (b/f from 19/20 £6500) Total = £24170		Date Updated: 24.07.2020	
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: 30%
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:	
Focus: To increase older pupil's awareness of their own levels of activity. Impact: Children reflect upon their activity levels and learn about the types of activity that can benefit their health. Children can set challenges for themselves and are aware of how they can become fitter.	Purchase Moki trackers for Ks2 pupils to monitor their activity and set challenges for themselves	£3000	Children are able to talk about their own physical activity. They can identify personal challenges, set personal bests and talk about how they improved their performance	Train staff and pupils in the use of trackers. Set challenges for classes to complete using the trackers. Evaluate pupil's engagement with trackers via pupil survey.	
Focus: For pupils to enjoy being outside. For increased outdoor activity outside to increase physical and mental wellbeing	Adapted timetable/ curriculum enables pupils to access the outdoors for physical exercise as part of the curriculum. Ideas for morning exercise to be shared with all teachers	£440	All pupils access the outdoors more often during the school day. Teachers are upskilled in the teaching of orienteering in all classes. Each class have	Monitor use of outdoor space across school during lesson times. Share ideas and reflect on what works well. Plan orienteering training. Monitor orienteering provision.	

<p>Focus: Implement whole school sports challenges</p> <p>Impact: Participation in whole school sports challenge increases physical activity for all pupils.</p>	<p>Training in orienteering for all staff including shared resources</p>	£2000	<p>experienced a series of orienteering lessons over the course of the year.</p> <p>GROW enhances forest school provision for all pupils, promoting a sense of physical and mental wellbeing.</p>	<p>Do teachers require more resources/ training?</p>
	<p>Forest School provision is enhanced via the use of GROW for the whole school.</p>		<p>Children's skills in specific areas such as skipping, hoola hooping, throwing are improved. Practise to achieve challenge increases physical activity.</p>	
	<p>Introduce new challenge each half term eg. Skipping champ, hoola hoop champ.</p> <p>SSCO to monitor children's progress in this.</p>	£1500		<p>Pupil's PB's to be recorded at the start and end of the challenges to determine champion of each challenge.</p>

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>14.5%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Physical activity Focus: To provide teachers with resource to ensure physical activity across the curriculum</p> <p>Impact: Teachers are able to promote movement of pupils in all subject areas.</p>	<p>Purchase i-moves physical activity programme as a digital resource to share with teachers.</p> <p>Plan in staff training for how this can be used to support teaching.</p>	<p>£500</p>	<p>Pupils access physical activity at regular points throughout the school day.</p> <p>Physical activity impacts positively on academic engagement.</p>	<p>Monitor the use of the programme in the classroom via pupil voice/ staff survey</p>

<p>Physical activity focus 2: To further enhance outdoor provision to create an outdoor area specifically for KS2 children. Impact: Children in KS2 have enhanced provision outdoors</p>	<p>Enhance outdoor provision to enable increased outdoor activity for KS2</p>	<p>£1000</p>	<p>Key Stage 2 have designated outdoor provision that promotes well being and physical activity. Use of outdoors improves children's readiness to take risks and impacts positively on well being.</p>	<p>Pupil voice to inform project</p>
<p>Physical education focus : To ensure progress can be tracked effectively in all areas of physical education. Impact: Teachers can talk about the progress that has taken place during a PE unit.</p>	<p>SSCO to advise on assessment best practise in PE and to support SLT and GP to create a user-friendly tracker.</p>	<p>£2000</p>	<p>Teachers can confidently track and discuss progress of individual pupils in PE.</p>	
<p>School Sport focus: Pupils to partake in sports competitions at local and regional level. Impact: Pupils are given the opportunity to compete against peers in a wider area.</p>	<p>SSCO – intra-school sports competitions</p>	<p>Part of SSCO cost above</p>	<p>Suspended due to covid 19. Action taken once restrictions are lifted.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
Focus: Prepare resources and staff training in orienteering Impact: All staff equipped to deliver engaging outdoor and adventure lessons in orienteering.	Sports lead to plan and implement training including sharing resources.	£440 and £250 for resource costs for orienteering	Pupil's are able to use age appropriate maps to successfully engage in orienteering lessons.	Plan training Monitor staff confidence via drop ins
Focus: Gather information to inform staff CPD Impact: Staff access bespoke CPD in PE Impact: Staff have training catered to their individual needs	Sports lead to conduct staff survey and organise appropriate CPD from results.	£750	Staff feel more confident to teach lessons in PE where they previously felt unsure.	Monitor via staff survey
Focus: Provide training for staff to improve delivery of athletics via the proper use of equipment Impact: Pupils are taught how to use athletics equipment skillfully	Staff training provided by SSCO	£1500	Pupils can confidently and skillfully use age appropriate athletics equipment.	Monitor via drop ins and pupil voice. Gather photographic evidence of pupils accessing athletics and demonstrating skills.
Focus: train LTS in lunchtime activities to share with pupils	Staff training provided by SSCO		Pupils have access to quality teacher led physical activity	Monitor via discussions with LTS and offer coaching to

			opportunities at lunchtime	further develop if needed.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
39.5%

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 enhance the PE curriculum during school hours by providing the following: Specialist dance provision linked to wellbeing after Covid 19 Martial Arts Provision Extra swimming for pupils who fell behind due to COVID 19	Commission specialist dance teacher to carry out project that teaches progressive dance skills whilst exploring emotions and feelings after Covid 19. Final piece will be a film of a collaborative piece. Martial arts specialist teacher employed to teach progressive martial arts lessons to all age groups. Arrange extra swimming provision for pupils who have gaps in skill level due to covid 19.	Dance: £1200 Martial arts £630 (based on 21 hours of provision) £6700	Children are able to reflect upon feelings and express these through dance whilst mastering age appropriate dance skills. Children can display age and stage appropriate skills in Martial arts after a series of lessons.	

<p>Bikeability for Y5 pupils</p> <p>Balance ability for YR pupils</p>	<p>All pupils in Y5 to access cycling proficiency training.</p> <p>All YR pupils to access training to improve balance and support early bike riding.</p>	<p>Last year cost was 26 free then £40 per extra child. Need to check funding for bikeability and book it. Legacy ride is the company we used. Balance ability was free when booking bikeability.</p>	<p>All year 5 pupils gain cycling proficiency certification.</p> <p>All YR pupils improve balance skills which can be assessed against the Physical Development strand of EYFS/ development matters.</p>	
<p>Focus: Playleader training for Year 4 Pupils</p> <p>Impact: All Year 4 pupils to access playleader training to develop young leaders in sport.</p>	<p>Year 4 pupils access playleader training provided by project sport.</p>	<p>£800</p>	<p>Y4 pupils demonstrate qualities in sports leadership during playtimes.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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:
focus: Pupils to partake in sports competitions at local and regional level. Impact: Pupils are given the opportunity to compete against peers in a wider area.	SSCO – intra-school sports competitions	£1000	Suspended due to Covid 19	Work with SSCO to develop solutions which will allow competitions to take place

Signed off by	
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