

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Together Everyone Achieves More



St Giles
Junior School

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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> The school developed and provided a series of extracurricular clubs, these ranged from team sports such as football and dodgeball to individual events such as gymnastics. The school provided follow up swimming sessions for year 6 pupils that were not able to swim 25m Through the use of active play, the school developed the mental well being of the whole school throughout. The school provided a variety of CPD opportunities for its staff to further develop the standard of PE teaching across the cohort. 	<ul style="list-style-type: none"> Further develop the variety of extra-curricular clubs, so that more students can take an interest in developing non-core sports. Participate in competitions and fixtures organised by the local primary school sports association. Subsequently school teams to be created across a variety of sports Increase the competency of swimming – not just the ability to swim 25m PE Lead role to be created to drive the school forward and raise the profile of school sport and PE. Develop long term plan and a set of medium term plans for year groups that are tailor made for the school to focus on areas of sports, as opposed to individual sports. Develop an assessment proforma to match the medium term plans Promote PE and school sport around the school to raise the profile, this can include by not exclusive to: noticeboard, newsletters, website updates and assemblies.

Meeting national curriculum requirements for swimming and water safety.	School's response
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.	55% 24/44
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	48% 21/44
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	41% 18/44
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 – For booster groups for the students that are registered as disadvantaged.

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: £		Date Updated: 26/3/2020	
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					Allocation
Intent	Implementation		Impact	£9311.59	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
Provide students with an improved area to play and exercise at break and lunch times	Purchase outdoor gym equipment and maintain current equipment		9025.55	Improved options for activity at social times	
Encourage students to take part in active play by improving the provision on offer at lunch time	Purchase lunch time sports equipment		286.04	Improved options for activity at social times	
				Playground is able to be used throughout the year	
				Maintain the integrity of equipment, replacing where necessary	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Allocation
Intent	Implementation		Impact	£4593.13
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Introduced new sports through a variety of different ways, including the delivery of different sports during curriculum time.	Purchasing a variety of equipment so that students can experience a wider range of sport	4086.56	More equipment available for all children to use within lessons and therefore widen their understanding of a variety of sports	Maintenance of PE equipment – ensure that all staff are aware of safe practice when teaching using the equipment to the students.
Purchasing of school staff PE kit	So that pupils can visually see the importance of PE to the staff and will appreciate the appropriate dress code	202.40	Increase profile of PESSPA within the school. Students recognising that when a member of staff is wearing their kit, it means that the students will also be either going on a fixture or taking part in a PE lesson.	Maintenance of PE kit for staff including any new staff members being purchased kit.
Purchasing of school performance kit	Purchase of school t shirts that the students wear to sporting fixtures (not football)	304.17	Increase profile of PESSPA so that students have a kit to wear when they go to extra-curricular interschool sporting events	Maintenance of PE kit for children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Allocation
Intent	Implementation		Impact	£2323.24
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Payment of the Lead PE coordinator TLR.	PE coordinator to share best practice and create a new scheme of work and long-term PE plan	977.60	PE lead has rewritten the long term scheme for PE and is in the process of creating the schemes of work ready for September 2020. PE lead has also delivered CPD to all teaching staff, tackling common misconceptions around teaching certain skills.	Create assessment proforma to match with the PE scheme
PE management time in order to put into place the long term PE plan and also organise and resource the curriculum	PE coordinator resourced high quality equipment and has begun to develop the schemes of work for the next academic year.	570.64	Ongoing	Ongoing
Support teachers PE practice by purchasing access to high quality resources	Purchase the PE hub subscription to aid teachers with lesson ideas and safe practice	325.00	Teachers are more confident in delivering high quality lessons that are set out for them.	Continue to purchase the subscription if the teachers deem that this is necessary.
The use of an apprentice over the last academic year – some payment to come out of this financial year – April/May	To assist teachers in providing high quality PE lessons	450.00	Teachers felt more confident in delivering lessons with the aid of a PE apprentice.	N/A – This was from the previous academic year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Allocation
Intent	Implementation		Impact	£1589.37
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Enter sports competitions/festivals and increase pupil's participation in the School Games	Subscription to the Bedworth Primary School Sports Association	180.00	All pupils given an increase opportunity to attend inter school fixtures and for them to be competitive in a variety of sports.	Continue to provide external opportunities
Improve playground facilities to create a more active social area.	Purchase equipment	See Key indicator 1 1	Active playground opportunities	Quality equipment purchased
Increase the status of Outdoor and Adventurous Activity within the school by raising the profile of the School's Forest School.	Purchase high quality equipment so that they students can engage in the outdoors and learn about the environment in a safe, yet exciting way	1188.61	Outdoor Education provision improved greatly	Monitor the integrity of the equipment and replace/improve where required.
School to fund the intensive swimming programme so that as many as possible students in year 6 can leave being able to swim 25 metres	Purchase of the pool hire and coaches	220.76	A higher percentage of students are able to swim 25 m after leaving the school year.	Continue to put this into place over the next few years, but phase it down across the school.

Key indicator 5: Increased participation in competitive sport				Allocation
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Extend competitive opportunities in the local area Ensure more pupils have the opportunity to take part in competitive events	Subscription to the BPSSA Set up an intra school timetable of events where students are able to participate competitively against each other in the safety of their own school.	See key indicator 4 1	Events attended by a variety of school teams Pupils gain the experience of competitive sport so that they are then able to use this experience when representing the school in local inter school sporting events.	Continue to attend a variety of sporting events