

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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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:
<p>Successful participation in National Sports Week including a range of activities and community sports clubs attending the school.</p> <p>Improved links with community sports clubs in and around Canterbury including Herne Bay Hockey Club (Flyers) and Mavericks American Football Club.</p> <p>Primary teachers and HLTA's trained to deliver Forest School with Outdoor Adventurous Activities (OAA).</p> <p>Increased development of Dance within the school across all classes, creating links to local dance clubs, with the potential to have a dance qualification introduced.</p> <p>Adapting a swimming assessment tool to be utilised across the whole school by both St Nicholas staff and Swimming Pool staff.</p>	<p>Develop sensory circuits / wake up shake up sports activities for all students to complete each morning for up to 30mins in readiness for their day at school.</p> <p>Increase number of sports activities offered across the school including the use of the climbing wall.</p> <p>Increase opportunities for those students with profound and multiple learning difficulties in a range of sporting activities including rebound to increase accreditation prospects.</p>

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>	<p>26%</p> <p>7/27 students</p> <p>(40% of students have PMLD)</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>26%</p> <p>7/27 students</p> <p>(40% of students have PMLD)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>26%</p> <p>7/27 students</p> <p>(40% of students have PMLD)</p>
<p>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?</p>	<p>Yes/No</p>

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: £17,010.00 Grand Total - £17,011.08 <u>The additional £1.08 will be covered by the school budget</u>		Date Updated: 16/06/2020.	
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: 31.75%
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:
<ul style="list-style-type: none"> Staff have been trained in a range of activities in order to encourage students of all abilities to be motivated when taking part in PE. Staff continued to run lunch time clubs to encourage students to participate in sports during their leisure time. Students to develop an enjoyment and show motivation in a range of sporting activities to enable healthier and fitter lifestyles for all KS1 & KS2 pupil. 	<ul style="list-style-type: none"> Develop sports knowledge and importance for participation for PE staff, encouraging home learning about new ways to teach a range of sports. Training around the PE / Swimming assessment tool, to encourage outstanding lesson content using aims and objectives to progress all learners, led by the PE co-ordinator Daily sensory circuit activities for all infant pupils and pupils in KS2 with a need to access at least 30 minutes of activities each morning. 	10 x £200 (cover) = £2000 2 x £300 (cover) = £600 - £2600 Purchasing of Sensory circuits equipment – £800 Sports equipment - £2000 £5400	<ul style="list-style-type: none"> Staff have taken part in a range of sports qualifications including Tag Rugby, Trampolining, Forest School, and Athletics and is being implemented in lessons. Training for staff on the PE assessment tool has taken place and teachers can now implement this within lessons. Lunch and break time sports activities are now in progress and TA's / HLTA's are encouraged to motivate students. 	<ul style="list-style-type: none"> Staff to take part in further courses in a range of different sports. 1 staff meeting to develop staff awareness of the different assessment tool adopted for PE including the swimming assessment tool. 2 further staff trained in Forest school to utilise within OAA. Further training within sensory circuits needed to increase number of students accessing the programme.




	<ul style="list-style-type: none"> Encourage KS1 & KS2 staff to be proactive with setting up a range of clubs to encourage all pupils to find an activity that they will enjoy. Purchase an equipment storage container with a padlock that would be utilised by staff in the playground to encourage students to participate in sports activities. 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 16.5%
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:
<ul style="list-style-type: none"> Develop showcase events demonstrating to parents/careers their child's ability and success in PE. Share the learning of this initiative with all foundation curriculum leaders and teams to enhance their pupils' participation in PE. By enabling Primary staff to be aware of PESSPA their cross-curricular lessons will now include a focus on fitness and sports participation as a motivation for positive educational and health outcomes for all pupils in KS1 and KS2. 	<ul style="list-style-type: none"> 5 days of staff cover to release PE co-ordinator to visit and liaise with local special schools graded outstanding as to analyse their recording systems. 2 days of staff cover to release the PE co-ordinator to produce a programme of activities for subject leaders. Staff & curriculum meeting time 	7 x £400 (cover) = £2800 £2800 <i>NB: All other funding is within existing meeting budgets / staff responsibilities.</i>	<ul style="list-style-type: none"> Primary Sports action plan and team in place following QA visits to other schools to implement strategy. The KS1 / KS2 teams met and had an action plan for developing PE / Sports – this has enabled the departments to now have 2 weekly PE sessions and daily break activities – increasing access to higher quality sports and fitness activities. Knowledge, skills & understanding of KS1/2 staff has been increased, enhancing the quality of pupil input 	<ul style="list-style-type: none"> 3 in-school training days (2 primary and 1 secondary) and 1 whole-class staff meeting (Pre-school to Sixth Form) to increase the understanding of PESSPA and its place in school improvement. All primary staff are to fully understand/embed the 5 PESSPA outcomes by Christmas 2020: <ol style="list-style-type: none"> Engagement of all pupils in regular Physical Activity The profile of PE & Sport in school Increased confidence, knowledge and skills of staff Broad range of sports and

				activities 5. Increased participation in competitive sport
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				42.39%
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:
<ul style="list-style-type: none"> Staff training Football, Yoga and Athletics and Swimming to lead and accredit student achievements. Provide a positive wellbeing environment for all KS1 and KS2 students to explore and improve their core PE skills. Deliver Forest school/OAA opportunities for problem solving & team building – expand provision to KS1 & 2 pupils To enable the creation of a PE and Sports curriculum team with coaching qualified staff who can model their knowledge, skills and understanding to class-based peers improving class PE activities. 	<ul style="list-style-type: none"> To fund the training development for 2x PE staff team in swimming, Yoga, etc. including development of swimming assessment tool specific to SEND young people. To fund primary specific coaching and teaching from school staff (and provide class cover to release) to enhance curriculum opportunities in Forest School and OAA. To fund primary specific coaching and teaching from school staff (and provide class cover) to enhance curriculum opportunities for 1 HLTA & 1 TA to teach on the PE timetable for athletics 	FA Football training @ £185. First Aid@ £200. Child Protection training @ £150 Yoga training 3x £100 = £300 Forest School / OAA training 3 x £1000 TA Class cover (3 hours each week) 9.42x 3 x 38 = £1073.88 = £1073.88 10.78x 3 x 38 = 1228.92 = £2302.80 £7211.08	<ul style="list-style-type: none"> A new and FA qualified football coach has been trained and is on-staff – all primary pupils now have access to a weekly football session and break / lunch time opportunities. Yoga trained staff are now engaging in class and PE-based activities with pupils on a regular basis. The primary department now have 2 permanent Forest School teachers working with KS1/2 pupils on a termly rota, starting in September. The PE-trained staff are now covered enabling all pupils to benefit from the Primary Sports Grant funding. 	<ul style="list-style-type: none"> New PE team to plan a more diverse and enriched KS1 and KS2 weekly PE programme. Staff volunteers to draw up a formal and rotated sports programme for break and lunchtimes. Forest school programme for KS1 and KS2 to be consolidated in 2020. Enhanced PE training prog.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9.41%
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:
<ul style="list-style-type: none"> Enhance dance knowledge to staff's dance to include improved delivery of dance techniques and identifying Gifted & Talented - introducing a new element to the PE provision for all KS1/2 pupils. Improve links with community sports club by inviting coaches to sports events and training with them – the teaching skills of our PE teachers and learning of all KS1 and KS2 pupils 	<ul style="list-style-type: none"> 4 staff to receive additional dance extension training PE coord to attend Sports4All training with / whole PE team to receive onsite G & T training from the community sports leader - to develop knowledge in alternative sports, equipment and participation in new sports activities. Plan a G&T programme. 	<ul style="list-style-type: none"> Dance 4 x £250= £1000 G&T training £300 and staff opportunity to visit CSL – 1 day cover =£300 <p><u>£1600</u></p>	<ul style="list-style-type: none"> Dance now has a regular place on the primary PE timetable for all KS1 and 2 pupils. PE coord attended Sports4All training. This extended knowledge has had input into the planning of primary PE activities for September 2020. G&T training has taken place. Research into the G&T progs of other schools took place. 	<ul style="list-style-type: none"> Plan a number of new school staff-led PE training and experience days for staff to build confidence and capacity. Introduce a termly PE and sports development Staff meeting for all (primary) teaching staff. Establish a G&T development programme

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.36%
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:
<ul style="list-style-type: none"> To participate in and host a larger number of interschool PE & Sports competitions within the local area / other special schools – a higher number of pupils in KS1 and 2 will have an experience of the positive benefits of competitive sport. Host a sports week, including competition, building partnerships and links with community sports clubs and area sport development officer. This will enable all KS1 and 2 pupils to have access to a focussed sports, health & fitness cross- curricular, extended PE programme. 	<ul style="list-style-type: none"> To achieve our aim of at least 3 groups of pupils to take part in competitive sports activities – establishing termly sports events. The development of MOVE, Active Education and PE mini teams to run small sided competition events with local schools and intra schools. 	<ul style="list-style-type: none"> HNL training course fees 2*450 = £900 Buy a range of stimulating & motivating sensory toys for MOVE / Active Ed sessions = £180.92 <p><u>£1080.92</u></p>	<ul style="list-style-type: none"> Staff have taken part in PE and sports training for High Needs Learners. A weekly HNL sports programme takes place with boccia and rebound as the first 2 elements enhancing the provision for all primary HNL students. MOVE day took place and sensory motivators were purchased – promoting active participation by all PD pupils. All KS1/2 HNL pupils took a full part in the sports day/week. 	<ul style="list-style-type: none"> Improve staff confidence and pupil input in non-specialist leisure swimming activities (non-physio hydro sessions). Widen the provision of regular including weekly PE activities for High Needs Learners.

Signed off by	
Head Teacher:	Stephen King (Deputy Headteacher) 
Date:	1/12/19
Subject Leader:	Matt Harris 
Date:	30/6/20
Governor:	Nigel Wotton (Chair of Governors) 
Date:	1/12/19