

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>-Inter and Intra school competition has happened termly this year (pre-covid) allowing opportunities for all pupils to experience competition.</p> <ul style="list-style-type: none"> - The development of playground leaders and sports champions have ensured a large proportion of our pupils have had the opportunity for leadership in PE. - The installation of a daily mile track on our school field will contribute to pupils achieving the daily requirement of 30 active minutes. - Assessment has begun (pre-covid) but this needs further embedding. 	<ul style="list-style-type: none"> - Further embedding of the assessment and monitoring process. - Pupils who are least active to be identified and opportunities provided to engage them in activity. - Timetabled use of the daily mile track to begin now that pupils are returning to school.

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>	NA
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	NA
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA
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: 2019/20		Total fund allocated: £17, 500		Date Updated: 15.7.2020	
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:
					%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Playground leaders to be trained in Term 2 (Year 2 pupils) along with lead SMSA to ensure opportunities for active playtimes for all children. Equipment purchased to support this- balls, huff and puff equipment, quoits, hoops etc.		Year 2 pupils and lead SMSA trained initially on 16.9.2019 by CSET lead and then further Year 2 children trained by previous leaders and EB.		None specifically for training (included as part of CSET membership) £1191.65 for equipment.	
					6.8%
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
					56.4%

<p>Employment of PE subject leader to ensure a clear focus on PE and physical activity through quality first teaching.</p>	<p>Plan a curriculum map for PE for 2019-20, ensure schemes of work are in place for this. Embed REAL PE for all staff. Begin to use formative and summative assessment to look at progression in PE. Increase levels of activity and aim for 30 minutes of activity daily, including wake and shake opportunities such as go noodle and i-moves and use of playground leaders at lunchtimes.</p>	<p>£9,868- salary</p>	<p>Staff are feeling confident to deliver high quality PE sessions. Children are making good progress in PE and levels of activity are raised. Continue to provide termly intra/inter school competitions alongside the CSET partnership.</p>	<p>PE lead to continue to develop PE and the PE curriculum. Develop assessment in PE and identify children who are least active or under achieving and put intervention in place if necessary.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	5.4%
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:
REAL PE refresher course/Introduction for new staff to embed the scheme of work more fully for all staff members with a focus on using active Jasmine- the online tool.	EB to run an active jasmine training session at a staff meeting to refresh staff and answer questions.	REAL PE subscription £295	Staff more confident to deliver the REAL PE scheme of work and pupils receiving quality first teaching.	Refresher training to be done by PE lead yearly or as new staff join the staff team.
Water testing procedures and record keeping in line with legislation. NOP and EOP reviewed so that procedures are in place for safe swimming for all pupils.	Water testing training undertaken by office staff and school site manager to ensure correct procedures and record keeping is in place. NOP and EOP also written by Neptune Aquatic.	£648.89 to Neptune Aquatic	Staff confident to maintain the pool facilities and keep accurate records.	Record keeping is ongoing alongside water testing, reviewed as necessary. EOP and NOP to be reviewed as necessary.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:

<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved in participating in PE and physical activity and in competitions both inter school and intra school.</p>	<p>Undertake as much CPD which is offered through the sports partnership/LA/ NGBs/ Awarding Organisations with an aim to get more staff up-skilled and involved.</p>	<p>Included as part of CSET membership costs.</p>	<p>Staff more confident in delivering high quality PE lessons and moving pupils further in their learning.</p>	<p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	12.9%
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:
-Continue our involvement with the CSET partnership and participate in the available competitive/festival events for KS1 pupils.	-Renew the CSET partnership (Sept 2019)	£2253	-Festivals over the year attended and enjoyed by 8 pupils from KS1 each time. Opportunity given to all of KS1- parental uptake allowing. (Pre-COVID) -Intra school competitions run alongside the inter- competitions provided by CSET were completed by all classes. (Pre-COVID)	-continue to engage with the partnership and events available to us. -Ensure an intra competition to match the CSET festival event is run in school each term from Sept 2019 with scores collated with other CSET partnership scores to form a local inter school competition league.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	E.Botteley
Date:	15.7.2020
Governor:	
Date:	

Created by:  association for Physical Education  YOUTH SPORT TRUST

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