

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 2019:	Areas for further improvement and baseline evidence of need:
<p>The engagement of all pupils in regular physical activity –</p> <ul style="list-style-type: none"> • The profile of PE and sport is raised across the school as a tool for whole-school improvement • Bikeability • Assemblies by GB athlete - Sports for schools • Celebration of participation Pe star one week a half term • Play buddies – ESP <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • Multi skills level 1 through ESP play. • <p>Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • Wide range of after school clubs offered including netball, football, gymnastics, fencing, trampolining, dance and tag rugby. • Lunch time club offered: boxercise and Zumba • Increased participation in competitive sport • Access regular festivals and competitions through the Forge Partnership and Qualitas league. 	<p>The engagement of all pupils in regular physical activity –</p> <ul style="list-style-type: none"> • Continue to improve lunchtime provision, listening to the views of the pupils <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <ul style="list-style-type: none"> • Invite visitors to lead assemblies • <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Broader experience of a range of sports and activities offered to all pupils</p> <p>Increased participation in competitive sport</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>	53.65%

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: 2019/20	Total fund allocated: £	Date Updated:	
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:
			1%
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?:
Improve the provision on the yard to encourage the children to take part in physical activity during break and lunchtime.	<p>A new climbing frame has been installed.</p> <p>A number of games markings have been installed on the yard.</p> <p>Children and staff have been trained in different games to play.</p> <p>Playground leaders are in place to help the children to play the games.</p> <p>Maintenance and safety of climbing area.</p> <p>Reward for time spent leading activities</p>	<p>£100</p> <p>£100</p>	<p>Physical activity levels have increased.</p> <p>Children have new confidence to lead activities for their peers and for pupils in other year groups.</p>
			<p>Sustainability and suggested next steps:</p> <p>Children look forward to their turn on the climbing frame. Having the climbing frame has allowed children to have more structured physical activity on the yard.</p> <p>The new playground markings have inspired children to create their own games, and have been led in activities by members of staff and play leaders. Physical activity has increased on the playground at break and lunchtimes.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:
			19.5%
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:
<p>Achieve the School Games Mark Silver award as a way of evaluating, improving and celebrating our sports provision</p> <p>Raise the profile of Sport in the school through the celebration of sport in the monthly newsletters, via Dojo and in Celebration Assemblies</p>	<p>Evaluate and improve:</p> <p>Participation - how many young people at your school are being engaged in sporting activity?</p> <p>Competition - how many different sports are being played and how many competitions are being entered?</p> <p>Workforce - how many pupils are involved in leadership activities alongside taking part in competitions? – 12-20 Playground buddies</p> <p>Clubs - how many local links does your school have with clubs or establishments from the area?</p> <p>Introduce a sports person of the week award based on our core value</p>		<p>Increasing the number of children participating in activity and competing in sporting events will have appositve impact on their confidence, fitness, teamwork and self esteem.</p> <p>This will encourage more children to participate and more parents to allow their children to attend after school clubs and competitions</p>	<p>Due to COVID-19 same level of achievement as last year was given to schools. So bronze awarded for this year.</p> <p>Two sets of children – around 35 have been trained up in games over the year. Most were good at leading activities.</p> <p>Qualitas have sign posted children to local clubs. Hollinsend Cricket club.</p> <p>Children worked hard to be awarded the PE certificate.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
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:
Staff training for playground markings afPE accredited Level 1 Multi-skills training Staff cover costs for CPD training and monitoring time Qualitas CPD Programme	Staff confidence and knowledge of games to keep children active and engaged on the yard. Increase staff understanding of: Assessment in PE, Child Psychology Fundamental skills	£178.80 £800 £200	ALL staff and adults involved in the delivery and supervision of physical activities and PE are upskilled and confidence, knowledge and skills are increased.	All staff had training, may need refresher in September for current staff and for new members of staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				51.6%
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>In response to pupil voice introduce new after school clubs and lunch time clubs:</p> <p>Gymnastics Boys & girls football Netball Fencing Trampolining Dance Boxercise Zumba</p> <p>To encourage a wider range of children to become involved in after school clubs.</p> <p>Y5 children to be part of a dance project</p> <p>Sports Day merchandise and certificates/awards</p>	<p>Employ coaches to add capacity to the clubs offered by school staff. 4x 4hrs per week x 36 weeks</p> <p>Unite the Scene Dance company 14 weeks Dance training to end in a Dance competition/showcase</p>	<p>£6300 £1,500 £300 £200 £900 £450 £30</p>	<p>Offering a wide variety of sports will allow more children to become involved in after school clubs, lunch time clubs and competition.</p> <p>The use of coaches will give the children access to experts who will help them to improve their skills and increase confidence and participation further.</p>	<p>Quality sessions were delivered, however behaviour management skills needs improvement to ensure sessions remain high quality.</p> <p>Profile of girl's netball was raised and participation increased.</p> <p>Children enjoyed unusual activities such as fencing, Zumba, boxercise, and Thai chi.</p> <p>Children looked forward to these sessions and lots enjoyed them, the performance was cancelled due to COVID-19.</p> <p>Sports Day was cancelled due to COVID-19</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16.5%
Intent	Implementation		Impact	
Your school focus should be clear what they need to learn and to consolidate through practice:	Make sure your actions to	Funding	Evidence of impact: what do changed?:	Sustainability and suggested
Ensure children have access to the correct facilities and equipment to allow them to practice and then compete in a variety of sports.	Enter as many of the Qualitas competitions as possible	£1350	Increasing opportunities to engage in competition.	More competitions were entered and more children participated September – March than in the whole of last year.
	Purchasing a Spring board for use in KS2 gymnastics working towards competitions	£84	Ensuring children have the correct equipment and uniform to wear	All children received quality gymnastics teaching and had access to new equipment.
	Purchased gymnastics uniforms for use in competitions	£195.76		Sense of team spirit adopted in the gymnastics competition with all pupils wearing uniform.
	Multi court markings installed.	£1449		Multi court markings were not used due to installation date, bad weather and COVID-19. Will be used for matches and PE lessons in the future.

Signed off by	
Head Teacher:	J Loader
Date:	21/07/2020
Subject Leader:	V Moore
Date:	14/07/2020
Governor:	
Date:	