

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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SPORT
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:
<ul style="list-style-type: none"> - The school's vision of sport for all. The school is sustaining a stronger position of valuing everyone's enjoyment and access to sport as well as maintaining access to competition for all (level 1 and level 2) and further competition (Level 3) for those who want to access this in different areas. This is resulting in greater levels of achievement from a wider range of children. - Fostering positive relationships with other schools through sport. - Our breadth of offer in a range of environments (sports partnership) - The increase in leadership through pupils leading activities and officiating activities - Regular clubs and competition within and across schools - School Games award - Attainment and achievement (see below) 	<ul style="list-style-type: none"> - The school does not have any indoor accommodation to support provision (school hall). This puts a huge strain on timetabling, budget (transport and hire costs) and staff as we have to transport pupils to other facilities in the winter or cancel activities when we don't have indoor options during inclement weather. - The above will be resolved this year and so we need to establish a winter programme of activities and resources (e.g. dance, gym, fitness, soft balls etc) - Broaden the before, lunchtime and after school offer. Appropriate accommodation (above) would broaden offer further in order to appeal to different interests/target different pupils e.g. dance/gym clubs. - To support the development of core strength/physical skills of our youngest children. - To continue to find ways of expanding our intra-school sport - To consolidate our vision with the whole school community and use our sporting experiences across the curriculum. - Continue to develop subject leadership - Continue to develop opportunities (incl. in PE lessons) where all pupils can coach, lead or officiate - Continue to scaffold teaching and learning with quality assessment resources - Establish the physical activity policy that reflects the breadth of opportunities.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your Y6 meet age related expectations?	18/19: 100% with 27% at mastery
What percentage achieve mastery of age related expectations?	19/20: Projection of 94% ARE and 33% at mastery
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	Projection of 100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Projection of 94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Projection of 100%
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 Pupils in Y4/5/6 continue to access programme if necessary (YR – 3 swimming provision for 18/19 which will expand to YR – Y4 in 19/20)

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: £16870		Date Updated: November 2019	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>					Percentage of total allocation: £5485 33%
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"> - Pupils can access more organised physical activities across the school day - Pupils are increasingly involved in coaching, leading and officiating. - At least 15% more of our least active targeted pupils take up additional opportunities 	Facilitate team practice 12-12.15/12.30 – 12.50 for different sports.	TA support ½ an hour a day: £585	<ul style="list-style-type: none"> - A wider range of sporting activities are available - Pupils show leadership in organising and officiating these opportunities (25% or Y3 – 6 are involved in this) - All pupils participate in 15 mins daily mile + at least 15 mins active playtimes to support 30 active minutes - All pupils have access to more organised activities at lunchtime. The take up is good and pupil voice indicates enjoyment. 		<p>With the hall built the school establishes a sustainable lunchtime/after school programme.</p> <p>To continue liaison with trust to maintain provision</p> <p>This will continue to reduce once the hall is built</p>
	Facilitate zoned areas on the playground for activities with older pupils acting as leaders (jumping jaxx training)	Proportion of £4400 (1/4 used for each target = £1100)	<ul style="list-style-type: none"> - A wider range of sporting activities are available - 		
	Lacon Partnership Out of school hours learning	Proportion of £4400 (1/4 used for each target = £1100)	<ul style="list-style-type: none"> - Pupils are not disadvantaged by lack of accommodation and access two hours of PE a week. 		
	Transport pupils to other venues in the winter months (no indoor accommodation before xmas). Hire of facilities	£3000 and Lacon partnership above			

	Once accommodation is expanded broaden the out of school activities and more regularly make these open to pupils who attend wrap around (e.g. fun fit club/wake and shake/fruity fitness; yoga; dance; gym)	Funded by parent contributions + £2000 top up to keep costs accessible and invite wrap around pupils	<ul style="list-style-type: none"> - There is a programme of activity before and after school daily which is popular with the children. - At least 60% participate in extra-curricular every week (Y3 – 6 but also aim for the whole school) 	Consider overcoming transportation problems for some pupils (lunchtime provision) Consider capturing % of pupils that do activities outside school as well as in school.
	<ul style="list-style-type: none"> - Continue to signpost to the range of community providers and arrange at least 2 taster sessions for pupils 	No cost	<ul style="list-style-type: none"> - Pupils are aware of a range of opportunities and providers - 85% of pupils participate in extra-curricular sport every week (in or outside of school) 	Continue to develop links with other providers
	<ul style="list-style-type: none"> - Swimming provision expands to always include Y4 - Provision targets Y5/6 swimmers not meeting the standard - Reception have separate swimming provision 	£1000	<ul style="list-style-type: none"> - At least 94% of pupils meet swimming targets in national curriculum - Pupils enjoy swimming provision - Staff feel well trained to deliver provision (see below) 	Evaluate change of programme and adapt for the future.
	Nursery access more formal physical development sessions and core movement skills are targeted.	Yoga sessions in the class – using IWB Dance with Miss Jodie Hall and outdoor development	<ul style="list-style-type: none"> - Nursery plans for regular physical activity sessions in our hall. - Pupils meet ARE of child development matters statements 	Evaluate impact and quality in order to consider further support.
-	Reception access learn outdoors/forest school sessions weekly for half a term. All children Y1 – 6 access OAA opportunities through Live the adventure.	In transport costs above	<ul style="list-style-type: none"> - A wider range of sporting activities are available - Pupil enjoyment and understanding of how to stay healthy and be outdoors is boosted. 	Build relationships with OAA providers

-	Provision new to our programme on site is well resources e.g. dance, gym, indoor balls etc	£500	- A broader programme is well resourced	Storage of resources supports longevity.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £2700 16%
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"> - Everyone values their own and others enjoyment of sport, physical education and physical activity - Sport, physical education and physical activity experiences are used across the curriculum 	<ul style="list-style-type: none"> - To consolidate our vision with the whole school community and use our sporting experiences across the curriculum e.g English report writing; maths statistics; science etc - Develop a sports board/sports page in school news to celebrate and share - Continue to develop leadership (TA) to co-ordinate provision and developments - Continue to establish a physical activity policy that reflects the breadth of opportunity - Regular programme of sport and competition through the Lacon Childe Partnership. 	<ul style="list-style-type: none"> - No cost - £1600 Overtime to attend subject network meetings and co-ordinator responsibilities. <p>Proportion of £4400 (1/4 used for each target)</p>	<ul style="list-style-type: none"> - Sporting experience inspires work in other curriculum areas – evidence in book looks and on display board - Pupil feedback shows a good balance of competitive sport and sport for all – pupil discussion to evidence. - Pupils delight in their own and other’s participation in the range of opportunities in and outside school. - Leadership depth increases and TA feel valued for their input/expertise. - Achieve Sportsmark Platinum 	Develop pupil guage profile and pupil response – can this be linked to self esteem?

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£3600 21%
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:
- Consistently good or better (50% outstanding) PE provision	<ul style="list-style-type: none"> - Scaffold consistency of teaching and learning with quality assessment resources - Partnership delivering lessons alongside teachers through the year - Staff accessing a range of high quality planning resources. - Staff to access swimming training for targets above - Staff to access gymnastic and dance training to expand provision in new hall. - Staff to access educational visit training/walk leader (OAA) - CPD for wider staff as available and appropriate 	<ul style="list-style-type: none"> - £500 - No cost - Proportion of £4400 (1/4 used for each target) <p>£2000 PE CPD</p>	<ul style="list-style-type: none"> - Lessons observations, pupil tracking and pupil feedback show all provision to be good and 50% or more to be outstanding. - There is accelerated progress for targeted pupils - Staff confidence is increased – questionnaire. 	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£5100 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?:
All pupils access a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition.	<ul style="list-style-type: none"> - Pupils participate in a comprehensive programme of sport and events - Increase the intra school sport activities each term e.g. class or house competitions - Increase idea of competition against self with personal best records e.g. in Athletics 	Proportion of £4400 (1/4 used for each target) £4000 Transportation to the competitive programme.	School Games evaluation – Platinum achieved Intra sport evidence in school news and on sports board Participation by all in intra sport	Sustainability and suggested next steps: Continue to use Trust minibuses to reduce transport costs.

Signed off by	
Head Teacher:	Katie Jones
Date:	02.12.19
Subject Leader:	Tracy Wood
Date:	02.12.19
Governor:	Sarah Price
Date:	02.12.19