

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> *Increased number of children taking part in swimming sessions (across the board of Key Stage 2, up until Covid19 circumstances – March) *Begin implementation of Daily Mile, across Key Stage 2. *Sports leaders up take, Year 6 Sports Leaders ambassadors with Year 5 (12) completing activities with local SGO (until Covid19). 29 Year 6 children completed the virtual Sports Leaders programme. *Bikeability level 1&2 training completed (Year 4-6 children participating) *Increased number of sports clubs offered, 2 Dance clubs per week plus an additional sports clubs, alternating sports and offered to all boys and girls across key stages. *Trim trail installed- playground rotas to ensure it was available to all children throughout the week. Increased physical activity during break and lunchtimes. *Playground barriers installed to aid competition and activity sections during break and lunch times- increasing competition opportunities for all. *Using daily activity to support mindfulness – yoga, just dance challenges, shake and wake etc. 	<ul style="list-style-type: none"> *Increase the number of 'teams' produced in order to attend competitions run by local SGO (need to look at transport options) *Top up swimming sessions to be offered to all upper Key Stage 2 children, due Covid19 circumstances. *CPD for staff to enhance teaching knowledge across sports (making partnership links with local coaching organisations). *Improve the level of assessment for PE (through CPD sessions / SGO / Future Games / Rising Stars planning and assessments). *Improve the structure of lunch time activities to ensure level of physical partition increases as well as continuing to offer competition opportunities (intra-house). *Continue to replace / improve equipment to support teaching and learning. (Potentially installing a storage unit for break and lunch time equipment).

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>50%</p> <p><i>(This is without additional top up sessions due to Covid19 taking place; therefore a higher percentage would have been likely if circumstances were different).</i></p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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

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: £18,310	Date Updated: 31/7/2020	
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: £8,483.20 = 46.33%
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:
To develop our children's understanding of a healthy, active life style. Give children the opportunity to complete swimming sessions	All of KS2 children offered the opportunity to attend swimming lessons.	Approximately: £53.40 per session x48 = £2563.20 Coach £90 per trip Marshall Coaches = £4320 Total of: £6883.20	Increased in number of confident swimmers (Year 4 children). Top up sessions offered. 100% of Year 4 children attended swimming sessions.	Continued sessions planned, including top up sessions where necessary to ensure all children achieve NC requirements.
Opportunities to find alternative travel to and from school.	Bikeability level 1&2 courses completed. Competition incentive to cycle	£200	Increased number of children riding and or scooting to school. Increase awareness and safety: on the roads, when walking, cycling and scooting for fun.	Continue to develop children's skills from level 1 to level 2. Continue to offer incentives to improve the number of children walking, cycling and scooting to school.
Start the Daily Mile.	Allocated times per groups, route planned for both good and wet	£200	Children were active first thing in the morning, 'wake up' session to	To create a whole school timetable / slot. Signs to show

	weather. Started with Key Stage 2 classes during Covid19.		learning. Development of an engaging and positive mindset to prepare them for the days learning. Children were happier when beginning lessons.	route which would allow children to complete more independently before school and or during break times.
Upgrading our playground equipment. 1: The installation of the trim trail (rota for ks1 and ks2 to be completed for the academic year and monitoring to be completed by staff with support of sports leaders)	Trim trail installed from September 2019. Class rota's established to ensure ALL children could access the trim trail during break and lunch times throughout the week. Monitoring sheets completed by class teachers to evidence this.	£1200 (to support funding gained)	Increased physical activity during break and lunch times. Development of problem solving skills, teamwork / team building, incorporated in OAA lessons and it improved social interaction of children.	Continue with class rota's, Sports Leaders to support activity and monitoring the use of the trim trail. Develop OAA knowledge to incorporate it into more lessons. Continuous maintenance checks to ensure equipment is safe and remains within its guarantee guidelines.
Children's engagement with clubs	Dance clubs offered to all Key Stages and boys and girls. Rotation of various dance offered throughout the terms. Additional sports clubs run by staff.		A wider variety of clubs offered therefore experience and knowledge of sports increased for all children who attended. Rotation of children was completed to ensure all were given equal opportunities. Increased numbers attending and positive feedback on clubs received from parents / outside coaches (dance).	Maintain links with local coaches to continue offering dance clubs. Continue to develop staff to increase the number of clubs we can offer in the future. Utilise our link with Future Games to offer clubs and provide CPD session for staff.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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:

Using Kagan strategies- including brain breaks to incorporate physical activity. Use of cosmic kids yoga.	Across the whole school, training given and used as brain breaks between learning. Children are up and active for short bursts throughout the day.		Children more engaged, 'wake-up' sessions focus the children on their learning.	Continue to use brain breaks and physical bursts to support focus with lessons. Staff to continue to share good practice of activities.
Sports / active learning sessions used as a positive reward, used in line with our values.	Links with our values and demonstrating these during sports / physical and active play. Various roles assigned for values to be identified by children. Linking to team building activities and positive mindset goals.		Children being able to work more collaboratively together, taking on various roles within an active environment – eg. A leader, the physical personnel, the logical thinkers coming together to create a more effective team.	Continue to offer opportunities for children to participate in team building activities to demonstrate values and encourage the use of these during sports / activities to support all children to be involved.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£3100 = 16.93%
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:
To continue increasing staff (including HLTAs) confidence and knowledge to deliver a more effective curriculum.	<p>Rising stars champions planning implemented across KS1&2 and in use.</p> <p>Yr5 / 6 Schemes of work written to increase participation and make learning relevant.</p> <p>Incorporate the use of assessment for PE, including swimming assessments.</p> <p>Links with Future Games to support CPD sessions / after school sports clubs.</p> <p>To continue to update equipment based on curriculum planning needs.</p>	<p>£1000</p> <p>£2100</p>	<p>Staff will continue to increase in confidence and knowledge to teach high quality PE lessons and to follow through with extra-curricular activities.</p> <p>Whole school progression.</p> <p>Staff will also be able to provide a wider variety of experiences for children.</p> <p>More accurate data produced</p> <p>Staff knowledge of sports / teaching increasing, as well confidence.</p> <p>Improved equipment to support our curriculum so teachers can implement it to its full potential.</p> <p>Equipment to support facilitating fixtures / intra-house competitions.</p>	<p>Planning in place to support future lessons. Equipment is increasing alongside these plans.</p> <p>Future Games to continue to support CPD sessions.</p> <p>Continue to improve / replace equipment when required to enhance PE lessons and offer a wider level of differentiation, particularly for our G&T children.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£1135 = 6.19%
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>To further develop the sport leadership roles and opportunities offered across the school, with a key focus to year 5 children receiving specific training.</p> <p>Children to have a clear understanding of what it takes to be a Sports Leader.</p> <p>Continue the roles of House captains and Vice captains as well as the additional roles around the school during 2019/2020</p> <p>SGO alternative Sports day</p>	<p>Select 10-15 sports leaders within year 5 to run lunch time activities.</p> <p>Monitor activities during break times</p> <p>Support extra-curricular clubs. Engage with SGO to complete Sports Leaders training.</p> <p>Incorporating leadership qualities across the school. Using such leaders to support the running of intra-house competitions / break and lunch tie activities.</p> <p>Introducing new sports / ways to be active, games, sports as well as healthy eating (fruit smoothie bike sessions). Run by SGO and Sports Leaders. Offered to ALL children across the school, develop team building skills and an opportunity for them to grow in confidence to trying new activities.</p>	<p>As part of the £1000 buy in to the SGO scheme</p> <p>£135</p> <p>As part of the £1000 buy in to the SGO scheme</p>	<p>Year 5 children part completed their Sports Leaders training (not fully due to Covid19). Supported lunchtime and break time activities, including ball court and Trim Trail rotations. 29 Year 6 children completed the virtual Sports Leaders course.</p> <p>Supported more structured / sectioned activities to increase the number of children being active during break times. Leaders also supported the monitoring of this activity.</p> <p>Unable to take place due to Covid19</p>	<p>Use current Sports Leaders in Year 6 to continue their development. Continue to use the support of the local SGO with training and competition opportunities.</p> <p>Captains to continue to be selected each year and their role responsibilities across the whole school.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£5548.82 = 30.30%
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?:	Sustainability and suggested next steps:
To provide more competitive opportunities for children throughout the academic year. Both intra and inter school competitions.	<p>Sports leaders to complete training to be confident to organise and run intra house competitions (break and lunch times)</p> <p>Running sports clubs to link to SGO competitions across all year groups and boys and girls. Dance competition attended Dance competition yr3/4 children ready for March –coaching (Christina Marks)</p> <p>Transport costs- competitions and fixtures</p> <p><i>Kingswood Residential</i> Organise dates of visit Travel for visit Parent/ carer evenings to provide them with information.</p> <p>*Yr6 to organise fund raising events.</p> <p>Playground barriers to be installed and used to section areas of the playground for competition / challenges. Sports Leaders to support the running of this.</p>	<p>£240 £25 per session x 5 = £125</p> <p>£2000 * not calculated due to not taking place</p> <p>£1000 *not calculated due to not taking place</p> <p>£5183.82</p>	<p>Increased level of participation in extra-curricular activities across the whole school. Embedded knowledge and aided progression outside of PE lessons Built better community links. Potential to then participate in SGO competitions – but unable to attend all due to Covid19</p> <p>By running more clubs, more intra competitions were held and opportunities to identify G&T children emerged.</p> <p>Not able to attend due to Covid19.</p> <p>More competition area available for children which led to more activities being provides and therefore a higher physical engagement. Competitions run at</p>	<p>Sports Leaders to continue as per above.</p> <p>Continue to increase staff knowledge / Future Games support and outside agencies which will in turn support our uptake of SGO competition opportunities.</p> <p>Residential to be planned for future year group depending on Covid19.</p> <p>Continue to engage children in competitions – children to vote on the sports. Sports Leaders, Future Games and staff who support break and lunch times</p>

			lunchtime via house groups and sports were rotated to offer a wider variety of competition to the children across the terms.	to continue to develop knowledge to support the running of such competitions.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>S. Reed & T. White</i>
Date:	31.7.2020
Governor:	<i>T. White</i>
Date:	31.7.2020