

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:
<p>Increased Continuous Personal Development (CPD) for Staff</p> <p>Created links within our local community to promote and raise awareness of a range of sports available and for pupils to participate in.</p> <p>Placement in sporting tournaments.</p> <p>Improved resources</p>	<p>CPD for all staff (current and new).</p> <p>Swimming for Key Stage1 & 2 (KS1 and KS2)</p> <p>PE policy emphasising an holistic approach to teaching.</p> <p>Enforced PE policy</p> <p>Increase pupil participation</p> <p>Increased range of PE/sports equipment</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>	43%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	43%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	64%
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: £ <u>34,000</u>		Date Updated: <u>30/07/2020</u>	
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:
					<u>44.7%</u>
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:	
Introduce more activities during lunchtimes with all KS1 and KS2 pupils to encourage pupils to become more active.	Timetable of activities agreed and in place. Staff to be trained in lunchtime and break time activities. Purchase equipment to support delivery of break and lunchtime activities/clubs Create and train play leaders to monitor and run break and lunch activities.		£6000	Staff now know how to lead more adventurous and skill-based play. Play leaders are taking more responsibility of break times and the equipment. Increased pupil engagement in activities during playtime. Equipment not bought yet due to Covid-19	
Replenish sports equipment to ensure that there is enough for each year group	Audit and check all equipment is safe and fit for purpose before use in break and lunchtime clubs and activities. Purchase new equipment to replace damaged and lost equipment.		£5000	Only purchased some equipment due to Covid-19 Pupils have been provided with new equipment which has introduced new sports, including badminton, tennis and handball.	

<p>Embed the Daily Mile for KS1 and KS 2</p>	<p>Measure out the course around the school. Create a logging system so child can log their laps. Celebrate their achievements (weekly)</p>	<p>£300</p>	<p>Pupils helped to measure the distance of the facility. KS2 pupils supporting KS1 pupils. Achievements celebrated and certificates and medals presented to pupils. Now on hold due to Covid-19</p>	<p>Introduction of point session to support more active lifestyle. Reintroduction of celebration assemblies (face to face or virtual) to celebrate success. Introduction of the health and fitness benefits of exercise.</p>
<p>Introduce swimming lessons to all KS2</p>	<p>All pupils in Years 5 & 6 to have swimming lessons weekly in Module 4. All pupils in Years 3 & 4 to have swimming lessons weekly in Module 5. Arrange transport and staff cover for tournaments.</p>	<p>£3000</p>	<p>Pupils were unable to attend all planned swimming lessons due to Covid-19 lockdown.</p>	<p>Collect data on pupil's ability. Discuss with pupils their enjoyment of swimming, encouraging the health benefits. All KS 2 pupils to receive extra sessions. Open swimming up to KS1 to encourage water safety from a young age.</p>

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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Create a sporting environment in EYFS and KS1	Purchase a sports mascot and diary for each class in EYFS and KS1. Pupils to record their sporting achievements in the diary that week.	£400	More pupils becoming excited to take part in sport and PE. Positive reviews from parents regarding sport and physical activity. Each pupil recording their sporting achievements through the year	Continue to keep EYFS and KS1 engaged with sport and creating a positive and fun atmosphere. New EYFS pupils given diaries to take home and start their sporting journey.
Create Sports Ambassadors to run Celebration assemblies	Pupils selected and trained to be Sports ambassadors (link to Play leaders).	£0	Play leaders have become Sports Ambassadors and have taken on more responsibility.	New sports ambassadors to continue the role and take responsibility of break and lunch time activities.
Termly celebration of all sporting achievements and successes during celebration assembly.	Purchase resources (certificates and medals). Ambassadors prepare for assemblies. Celebrate pupils' successes and achievements.	£400	Increased confidence and enthusiasm from pupils to take part in in-school sport and sport outside of school. Number of celebration assemblies completed with certificates and medals presented	Continue with Sporting assemblies. Peers to nominate pupils for sporting achievements.
Encourage pupils to view sports and healthy living as essential things for their body.	Create timetable for a sports week and a healthy living week. Procurement of resources for the activities.	£2000	Created timetable and arranged for speakers to speak to pupils. Unable to fully complete procurement due to Covid-19.	Arrange the introduction of a Sports week and Healthy living week to happen early in the new term.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Purchase Howard School Sport Partnership (HSSP) to support staff with detail lesson plans.	Purchase Howard School Sport Partnership	£3600.00	Feedback from staff – generally more confident to construct detailed lesson plans and teach a wider range of sports. Feedback from pupils engaging in lessons and wanting to take part in PE and general school sport	Develop partnership with Hundred of Hoo Academy for local sports partnership.
Staff Training to enhance quality of teaching.	Assign staff members to HSSP training. Encourage staff to develop personal CPD	Included in HSSP	Feedback from staff – generally more confident to teach a wider range of sports. Increased knowledge and skill set of staff in certain areas of PE.	Ensure all staff are confident delivering PE. Provide CPD for all staff (current and new). Create new CPD opportunities for the sports the School council identifies as wishing to introduce. PE Lead to attend PE leaders conference and L5/6 Afpe course.

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:
Offer a broad range of after school clubs to better engage more pupils and increase participation.	Inspiring coaches to deliver a range of activities/sports across the school and at after school clubs. Create a timetable of after school clubs	£7000	Registers demonstrate increased participation of pupils at after school clubs. Timetable created and agreed then sent out to pupils and parents. Greater number of pupils wanting to participate in tournaments. Not all clubs/activities were completed due to Covid-19.	Encourage school staff to offer extra-curricular activities to broaden the provision further. Speak with school council to see if any other activities/sports could (if possible) be introduced. Rearrange clubs to continue for all pupils.
“Personal best challenge” for the Daily mile developed and introduced.	Pupils in Year R-6 to participate in the Daily mile challenge. Pupils to record their time and prizes introduced for beating their Personal Best	£700	Spreadsheet produced of participants and their results. Pupils encouraged and now wanting to beat their times. Increased engagement throughout the year. No prize ceremony due to Covid-19	Continue with the Daily mile and celebrate successes. Encourage KS1 and KS2 pupils to design, implement and run the Daily Mile challenges.
Design and implement a curriculum map to encourage all pupils to participate in different sports.	Design a timetable for new sports to be implemented during curriculum time.	£2000	Curriculum map has been produced and new sports have been introduced. Not all new sports completed due to Covid-19.	Speak with sport ambassadors and school council and see if any other sports would/could be introduced.

Key indicator 5: Increased participation in competitive sport				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:
Increase participation in Trust tournaments.	<p>Arrange transport and staff cover for tournaments.</p> <p>Focus on skills and training for the event.</p> <p>Release staff to comply with pupil to staff ratio and arrange cover.</p> <p>Organise groups of pupils to attend.</p>	£1200	<p>Pupils attended a number of Trust events, enjoying the experience.</p> <p>Pupils felt proud to wear their school kit.</p> <p>Pupils eager to participate in clubs prior to the tournament.</p> <p>Transport and correct staff cover provided</p> <p>Not all tournaments were completed/attended due to Covid-19.</p>	Continue to provide an increased number of opportunities for pupils to participate in Trust tournaments.
Regularly attend competitive festivals and sporting events to engage more pupils, through our HSSP.	<p>Arrange transport and staff cover for the tournament.</p> <p>Focus on skills required for the event.</p> <p>Release staff to comply with pupil to staff ratio and arrange cover.</p> <p>Organise groups of pupils to attend.</p>	£2400	<p>Pupils regularly attended sports clubs to prepare for tournaments.</p> <p>Pupils commenting on the amount of tournaments they are entering, their experiences and successes</p> <p>Transport and correct staff cover provided</p> <p>Not all festivals/tournaments completed/attended due to Covid-19</p>	Continue to provide opportunities to attend and participate in tournaments and festivals.

Signed off by	
Head Teacher:	Lucie Wilson
Date:	23 rd July 2020
Subject Leader:	James Roach
Date:	23 rd July 2020
Governor:	Alan Le Gry
Date:	30 th July 2020