

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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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"> • Securing afPE Quality Mark • Securing the Schools Games Silver Award • Being shortlisted as the Active Essex “Education Champion of the Year” • Successful implementation of The Daily Mile across the entire School 	<ul style="list-style-type: none"> • Supporting children to regain fitness and self-confidence as we emerge from lockdown • Enabling children to support their mental health through sport and physical activity post lockdown • Work towards securing the Schools Games Gold Award • Further refine PE Teaching and Learning towards securing the afPE Quality Mark with Distinction • In collaboration with our Enhanced Healthy Schools application - Increase the number of children in the targeted groups that participate in and understand the importance of physical activity from September 2020 to Summer 2021

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? 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 2021.</p>	No Swimming was completed during the 2019/2020 academic year due to Covid. It is unclear if Swimming will go ahead 2020/2021.
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	

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?

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: 2020/21		Total fund allocated: £21,228.00		Date Updated: 24/9/20	
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:
					18 %
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?:	
<ul style="list-style-type: none"> We have chosen to provide Dance opportunities to all of our children across the School, including Zumba in EYFS. High Quality PE delivered to all of our children, including 2 hours of PE, along with Swimming during the Summer Term (COVID dependent). 		<ul style="list-style-type: none"> Dance Specialists deliver high quality Dance lessons to our children All PE lessons are delivered by our PE Specialist. 		£3900 <ul style="list-style-type: none"> Children are now accessing high quality Dance instruction and joining the linked after school clubs (COVID dependent). 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					0.1 %
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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Supporting Literacy and Science in PE lessons by developing specific language relating to the body, specifically bones and muscles. 	<ul style="list-style-type: none"> Muscles and bones posters of the human body. 	£12.42	<ul style="list-style-type: none"> Children's knowledge and understanding of the human bones and muscles has been significantly enhanced. 	<ul style="list-style-type: none"> Ensure that content is relevant and accessible to the different year groups. Extend the learning in Yrs 5/6 as they secure bones and muscles knowledge e.g. types of training or body movements.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				49 %
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"> High quality of Teaching and Learning for all children. We wish to provide our children with a rich variety of extra-curricular clubs. 	<ul style="list-style-type: none"> Continued employment of PE specialist, specifically to deliver a wide range of before and after school clubs. Our PE Teacher is solely responsible for facilitating 15 sports clubs per week (COVID dependent). 	£10,328	<ul style="list-style-type: none"> Children have ample opportunity to refine their fitness levels post COVID. 	<ul style="list-style-type: none"> To introduce an even wider ranging activities identified by our children. Ensure all Teachers are kept up to date with all developments in PE, to ensure our school is Covid secure.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2 %
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"> Facilitating a wide range of sports and activities, leading to experience and competency in a variety of physical activities. 	<ul style="list-style-type: none"> Purchasing a range of equipment to extend the range of activities offered to our children. This includes: <ul style="list-style-type: none"> - Skipping ropes - Tri-Golf equipment - Foam balls - Tees - Flags 	<p>£426.66 £34.97</p>	<ul style="list-style-type: none"> Many of our children (Keyworker children, Reception and Yr 1) significantly refined their Skipping skills during lockdown. Tri-Golf was a new experience for children in attendance during lockdown. Inspiring children in a new activity. 	<ul style="list-style-type: none"> Replenishing equipment as it becomes worn. Trialling new activities to enhance the PE and Sport experiences of our children.
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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:
NOT POSSIBLE AT THIS POINT.				

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Mr Proudfoot
Date:	24/9/20
Governor:	
Date:	