



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](https://www.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](#).

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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>School has employed an LSA to lead on extra curricular activities and sports competitions.</p> <p>The school has taken part in an increased amount of competitive events including entering two football leagues with both boys and girls teams, 2 swimming gala's and a cross country league. The school will also be competing in the Counties School Sports Games.</p> <p>LSA responsible for extra curricular activities and sport competition, has organised a league with local school in the same trust across a wide range of sports including rounders, football, tag rugby and netball.</p> <p>An increase in play equipment at break and lunchtime to support children playing games and being active</p> <p>Positive role models for the sporting world including a professional footballer, a football freestyler and GB gymnast coming into school delivering assemblies and taster session for the children.</p> <p>New kits for all sport teams.</p>	<p>To widen CPD opportunities for all staff who deliver P.E</p> <p>To further develop PE curriculum so that pupils to receive a broad range of sports to try.</p> <p>To create links between PSHE curriculum and PE curriculum and healthy and active living.</p> <p>To create links between school and local sports clubs to provide opportunities and encourage pupils to take part in sports outside of school.</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>	80%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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

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.

Academic Year: 2018/19		Total fund allocated: £17, 010		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:	
				65%	
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:	
PE timetabled at least once per week, sometimes this is more dependent on the timetable of the year group.	For approx 50% of all PE lessons to be delivered by highly qualified Synergy Sports staff.	£14, 000	Children to be more active at break and lunchtimes by engaging in activities and games.	TBC July 2020.	
For all pupils to have access to high quality PE lessons	Sports lead to work closely with Synergy Sports to deliver a wide and varied timetable for the children to access.		Children to experience high quality PE sessions which will give them a lifelong desire to be active.		
All pupils receive a morning break (15mins) and lunchtime break (60mins KS1, 45mins KS2). At break times each KS2 year group has a designated time on the astro turf to play football and other invasion games. KS1 playground has equipment with trim trail and tyre activities. Time on AstroTurf to be timetabled for all year groups at lunch time.	KS1 children to be supported playing by KS2 play leaders.		Pupils to experience a wider range of PE activities so that they can make informed choices but which sports and activities they enjoy.		
Ensure that the school has the correct and adequate resources to provide a wide and varied PE curriculum.	Complete an audit of PE equipment and purchase necessary equipment to be able to offer a wide and varied curriculum Old equipment which has broken to be replaced.				

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
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>CPD opportunities to be timetabled into school CPD yearly schedule.</p> <p>Engaging activities planned for Sport relief in March 2020</p> <p>Engaging activities and events planned into school calendar, including a football freestyler and GB gymnast</p> <p>Improved parental engagement with sports lcubs and teams and more explicit expectations to parents around correct PE kit.</p>	<p>Work closely with AHT and Synergy to plan and deliver CPD sessions for all staff who teach PE.</p> <p>School's social media accounts to raise the profile of sports clubs and the share the accomplishments of sports teams.</p> <p>Termly newsletter has sections focused on PE and school sport.</p> <p>LSA (DF) to work with AHT to plan events that will give children the opportunity to be both engaged and active.</p>	£14,000	<p>Children and adults will be more aware of what PE look like in schools.</p> <p>Children and teachers will feel passionate about PE</p> <p>Teachers will have a have a greater confidence and skill level to teach effective and engaging PE. lessons.</p>	TBC July 2020.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:
CPD opportunities to be timetabled into yearly calendar. Undertake P.E observations as a part of the schools yearly M&E cycle. Access support and advice from Synergy Sports in the effective delivery of P.E lessons.	Liaise with AHT and Synergy to plan and deliver CPD sessions. Organise learning walks throughout the year to ensure the delivery of P.E is to a high standard and to highlight future areas for CPD.	£14,000	Learning walks will show staff delivering PE confidentiality and as a consequence pupils will be engaged and making good progress. CPD session will equip staff that lead PE sessions with a variety of ideas and teachers will have an increased confidence when teaching PE	TBC July 2020.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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>Additional achievements:</p> <p>A range of different sports clubs on offer for all year groups.</p> <p>Increased range of sports to be provided during PE lessons.</p> <p>Visits from role models from different sporting backgrounds</p>	<p>PE lead and specialist coaches run 11 sports clubs across all year groups</p> <p>Visits from a professional footballer, football freestyler and GB gymnast. they will provide taster sessions alongside running an assembly.</p> <p>PE lead to work with Synergy sport to ensure a variety of different sports are delivered.</p> <p>Long term plan of which sports and skills will be covered by each year group.</p>	<p>£3,010</p> <p>£650</p>	<p>Children will be able to engage in a variety of sporting activities both inside and outside of school.</p> <p>Pupils will gain an insight into the skills and characteristics of a successful sports person.</p> <p>Visits from inspirational sports people will inspire children to be active.</p>	<p>TBC July 2020</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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 actively participate in both inter and intra sports sports events .	<p>PE lead to organise Healing Trust games against other schools in the trust.</p> <p>School has taken part in football, cross country and swimming leagues and competitions.</p> <p>Summer festival of sport to be organised for the whole school to take part in.</p>	75	<p>Enhanced competitions around school.</p> <p>Pupils develop skills linked to competitions such as teamwork, sportsmanship and accepting winning and losing.</p>	TBC July 2020.

Signed off by	
Head Teacher:	David Milner
Date:	20/01/2020
Subject Leader:	Matt Starbuck/Danny Flynn
Date:	17/02/2020
Governor:	
Date:	