

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
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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:
<p>Each year group take part in local ACCT participation festivals. Children are split into mixed teams with other ACCT schools. Festivals are led by ACCT PE leads and are planned around a sport e.g. tennis, rugby, cricket.</p> <p>Half-termly meetings with other PE leads in ACCT to plan a programme of activities and discuss other events, PE information, Health Wheel, Gifted and Talented opportunities.</p> <p>Children are assessed and Below and Greater Depth children highlighted as well as SEN children needing additional support, less active children and Gifted and Talented children.</p> <p>MTA's promoting active lunchtimes. Range of equipment available. Children's voice recorded.</p> <p>Some classes taking part in the Daily Mile. Other classes offer 10-15 minutes additional activity throughout the day.</p> <p>Links with Surf school and extra-curricular club offered to introduce pupils to surfing.</p> <p>Tennis coaching provided by ARC to upskills new teachers.</p> <p>Top up Year 6 swimming during summer term.</p> <p>Silver Active Mark gained. 36% uptake of extra-curricular PE clubs.</p>	<p>Assessments available on OneDrive for all teachers to view and add to throughout the year.</p> <p>Equipment available at lunchtimes and playtimes based on children's interests from questionnaire. Opportunities for structured activities planned in.</p> <p>Sports Leaders selected and given responsibilities throughout the year.</p> <p>Tennis before school club promoted to offer more opportunity to be active before school.</p> <p>Badminton CPD for Year 3 and Year 5 during Autumn term.</p> <p>Gymnastics CPD planned for Spring term.</p> <p>Continue with Top up Swimming for Year 6 students during the Autumn Term.</p> <p>Liase with breakfast club leader to provide Change 4 Life club. KS2 children at breakfast club offered the chance to sign up and pack provided to each child. Activity levels recorded weekly and children to take part in and lead activity during breakfast club.</p> <p>Increase uptake of PE clubs. Children's voice used to add clubs based on children's interests.</p> <p>Promote intra-school festivals at the end of PE units.</p> <p>PE noticeboard to be used to celebrate achievements, advertise events throughout the year and promote extra-curricular clubs.</p>

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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: £18,420		Date Updated: July 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:
					17.64%
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:
Raise active play opportunities during lunchtimes.	<ul style="list-style-type: none"> - Audit lunchtime equipment and provision. - Coach to provide active play session a Wednesday throughout Spring and Summer terms. 	£1350	Activity levels have increased when coach, PE lead or other key adults run activities during lunchtime. Children are supported and encouraged to be physically active, join in and try out new activities. Games have been set up and led during lunchtimes. Resources readily available to support active play.	Equipment is not always looked after and often there is a lack of equipment due to it being broken or lost. Children to be taught to respect equipment and help to get it out and put away. Sports leaders to have input into what equipment is available and which activities could be offered.	
To provide active structured activities for children to take part in and lead during breakfast club.	<ul style="list-style-type: none"> - Breakfast club leader to sign up and run Change 4 Life programme. - Resources and equipment purchased. 	£500	20 children signed up as activity leaders. They have helped to set up and lead active play during breakfast club.	Staff CPD – audit needs and book onto relevant courses for promoting active play. Monitor activity levels for sessions in each term.	
Increase numbers of children leaving	<ul style="list-style-type: none"> - 12 weeks of Top up 	£1400 for pool	After 12 top up lessons 19	St George's Year 2 children	

Year 6 able to meet the National Curriculum swimming requirements.	swimming for 30 children not yet meeting the level needed. - 10 weeks for Year 5 children not yet meeting the level needed.	hire, coaches, supply costs	additional children now meet the required level bringing the Year group total from 40% in September 2019 to: Able to swim competently, confidently and proficiently over a distance of at least 25 metres – 78% Able to use a range of strokes effectively – 74% Can perform safe self-rescue in different water-based situations – 74%	swim fortnightly throughout the year. This is having a big impact on swimming ability in KS1 but will take time to filter through to KS2. The bulge year group in Year 4 has also had an impact on how often the children are given an opportunity to swim during their time in KS2.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 29.86%
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:
Provide additional opportunities throughout the day to increase activity levels for all children.	<ul style="list-style-type: none"> Sessions provided to maximise activity levels at lunchtimes. Audit of activity levels of each class throughout the day (Active Planner) and analyse where additional activity could be added in. New tennis before school club offered throughout 2019-2020. 	£2100	<p>Clear map of each year group to show which parts of the day they are active for.</p> <p>Tennis club fully booked for Autumn and Spring terms.</p>	Continue to monitor activity levels throughout the day. Promote and provide more opportunities for DPA.
PE is led and managed well	- Update Health Wheel	£3400	PE lead has a good understanding	Health Wheel reviewed termly.

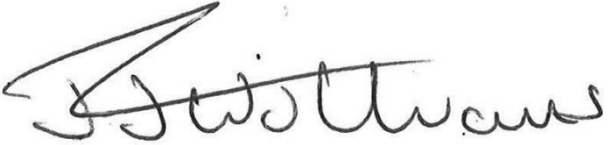
<p>throughout the school –</p> <ul style="list-style-type: none"> - PE during curriculum time is monitored. - Festivals and competitions are entered and attended. - Paperwork is completed and available to be used by staff and governors. 	<ul style="list-style-type: none"> - Complete activity heat maps - Write PE skill progressions - Update policy - Monitor PE lessons - Plan and organise festivals and competitions. - Ensure assessments are completed and available on OneDrive. - Meet with PE link governor and members of SLT. 		<p>of PE provision in school. Next steps and targets for the following year are planned and shared with SLT and governors.</p>	<p>PE Lead to analyse assessment data and target specific pupils who need intervention or extended experiences.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10.86%
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 planned following staff CPD needs assessment.	<ul style="list-style-type: none"> - Gymnastics sessions provided to Year 3 and 5 during the Spring term and Year 6 during the Summer term. Staff to support coach during sessions, take notes and learn how to teach different skill progressions. Year 5 focus on how to move less able pupils on. - Badminton CPD during Autumn term. 	£2000	<p>Children accessing high quality gymnastics sessions. Staff know how to teach progressions for each skill and children know how to execute moves correctly and ways they can improve. Less able pupils supported well through planned progressions that help them to achieve skills taught.</p> <p>Staff confident to plan, teach and assess badminton sessions. Children able to continue a rally and know how to score a game of badminton.</p>	<p>Staff skillset in Year 3 and 5 has increased and planning and delivery of gymnastics shows clear progressions in how skills should be taught. Knowledge of next steps is understood and planned for. Year 6 CPD postponed due to covid-19.</p> <p>Year 4 teachers to support teachers in other year groups with delivering badminton. Year 6 teacher to receive CPD sessions in 2021.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19.11%
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>Opportunities provided for children to become Sports Leaders.</p>	<ul style="list-style-type: none"> - Sports Leaders selected. - Regular Sports Leader meetings. - Sports Leaders given opportunities to lead activities and support PE within the school. 	<p>£340</p>	<p>Children's voice well represented. Named pupils able to have input on all areas of sporting opportunities and experiences in school.</p>	<p>Continue to offer opportunities for new children to become Sports Leaders and contribute to sporting opportunities within the school.</p>
<p>Increase opportunities for children to take part in sporting events during the holidays.</p>	<ul style="list-style-type: none"> - Research holiday club opportunities. - Subsidise clubs available. - Target specific children and offer funding for them to attend sporting activities during holiday time. 	<p>£280</p>	<p>14 KS2 children attended the half term club. Good range of activities and high quality sessions. Positive feedback from children, parents and PE lead.</p>	<p>Advertise sporting clubs and camps available during holidays. Subsidise places for PP children so finance isn't a barrier and more children have an opportunity to attend.</p>
<p>Additional extra-curricular clubs planned through children's voice from pupil questionnaire in last academic year.</p>	<ul style="list-style-type: none"> - Current staff to offer clubs – dance, yoga, rugby, tag-rugby, netball, football, scooter and great outdoors clubs. - Additional coaches bought in to cover clubs not provided by staff - running, basketball, tennis, and surf clubs. - Audit and provide equipment for new clubs. 	<p>£2000</p> <p>£900</p>	<p>More variety of clubs offered during 2019-2020. Sports leaders and pupil voice contributed ideas for new clubs. Higher initial uptake and attendance over half term.</p>	<p>Monitor children's voice when planning next years' clubs. Staff CPD if required. Monitor type of club, number of weeks club runs and dropout rate to ensure attendance is sustained over the term.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22.53%
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:
Maximise opportunities for intra and inter school competitive sport.	<ul style="list-style-type: none"> - PE Lead to organise and lead ACCT meetings with all ACCT school PE Leads. - Maintain link with local secondary school. - Festival and competition events for 2019-2020 displayed on PE board for the year. New events and opportunities added in when they arise. - Intra-school competitions and tournaments organised by teachers during curriculum time at the end of units. - Personal challenge information and equipment available for children to use during playtime/lunchtime. 	£2800 for transport, entry fees, supply costs	<p>PE board shows festivals and competitions planned for 2019-2020. Photographs and results also displayed.</p> <p>Inter-school ACCT festivals provided for all Year 3 and 4 children (Year 5 and 6 festival postponed due to Covid-19)</p> <p>Inter-school competitions well attended (Sept-March) – Year 3-6 - Stephen Shield Year 3-6 - Kingsley Cross Country Year 4-6 - Primary Games Year 3/4 - Tag rugby Year 4 - Badminton Year 6 - Boys Football</p>	<p>Half-termly meetings with ACCT PE Leads to plan and organise sporting events.</p> <p>Liase with local SSCO's and SGO to maximise opportunities.</p> <p>More opportunities for children to train and practice for events in their teams.</p> <p>At ACCT meetings discuss and increase provision for G & T children in PE.</p>
Raise involvement in School Games Qualifiers.	<ul style="list-style-type: none"> - Early communication with School Games Organiser. - ACCT Action Plan put in place to organise teams and attend events during 	£1000 for transport, supply for meetings and events.	<p>Gifted and Talented children representing school in School Games events -</p> <p>Year 5/6 - Sporthall Athletics Year 5/6 - Sportshall Athletics Final Year 5/6 – Netball</p>	

	2019-20 (Sports Hall Athletics, Tag Rugby, Netball, Football and Rounders). - Gifted and Talented tests for Year 6 children.	£350	Year 5/6 - Netball Final Year 5/6 – Girls Football	
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Head Teacher:	
Date:	10.08.20
Subject Leader:	SNicholls
Date:	22.07.20
Governor:	
Date:	