

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

2019/2020

Commissioned by



Department
for Education

Created by



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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 to date until July 2020 :	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Enhanced P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E sessions High uptake of clubs in the local community by children in our school due to promotion of local clubs especially football where a high number of children attend football clubs and across the age groups Improved playtime resources chosen by the children that facilitate more active play during lunchtime Consistent take up of after school clubs subsidised by the school Range of after school sports offered is varied No child misses out on after school sports provision because of cost Children from across KS1 and KS2 take part in sports festivals held at the local secondary school and with other local primaries 	<ul style="list-style-type: none"> Continued investment in resources for the teaching of P.E. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports Continued staff training and awareness of high quality P.E teaching Continued staff training in facilitating active playtimes and purchase of further resources to support this Build further on links with local sports clubs and coaches to encourage continued high take up of sports out of school hours <ul style="list-style-type: none"> Use Sports Premium to enhance children's mental health and wellbeing

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.	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	38%

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>48%</p>
<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?</p>	<p>Yes/No Yes – The school provides swimming instruction for all children in the school for 10 sessions per year. This includes KS2/KS2. Sports premium funding is used to supplement both the travel and additional staffing costs for swimming coaches to provide smaller more focused groupings. This ensures costs are kept low and no child misses out through cost.</p>

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: £ 18,349		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: 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:
Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all	Equipment purchased for lessons September 2019 January 2020	£814	Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons	• Continued monitoring of PE resources for wear and tear	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 63 %
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>Access to increased range of high quality resources to facilitate active play</p>	<p>PlayMaker Award Purchase of Primary Leaders Licence</p> <p>Purchase of hoodies for GAMERs to wear (Pending)</p> <p>Training by P.E. lead at after school club</p>	<p>£99</p> <p>£11,550</p>	<p>Children were not in school due to Covid and not being able to mix year group bubbles.</p>	<p>To be continued next year as this was not actioned due to Covid.</p> <p>Monitoring of delivery of sessions to ensure there is a range of games being played</p> <p>Monitor the resources and replenish if required</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:
				%
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:
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12 %
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:
Access to high quality resources during after school clubs. Enough quantity of resources to enable access for all	A widening of resources to allow additional sports to be covered in Diamond time. All sports and activities taught in after school clubs to be fully resourced Employing a sports coach to deliver a range of sports during Diamond time	See above £1960	Children have had access to a range of sports	Continued monitoring of PE resources for wear and tear and purchasing plan to ensure all sports offered as after school clubs are adequately covered. Continue to widen range of resources so a wider variety of sports can be offered

Year 6 children offered Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills	2 day course booked with Gloucestershire Road Safety for all year 6 children. Supply cover for adult supervision		Children were not in school due to Covid	<ul style="list-style-type: none"> • Leaflets and advice on cycling and road safety sent home • Course booked for next academic year
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20 %
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:	Sustainability and suggested next steps:
To attend local sports competitions to work alongside and compete against other local schools. All children in year 5/6 given opportunity to compete and represent the school	Membership to GSSN Membership to GPSFA	£3,600 £140	Children were not in school due to Covid	Plan for future events and opportunities. After school clubs planned to prepare children and teams for competitions.
Pupils from years 1, 2, 3 and 4 and SEND pupils to attend local sport festivals where they work with and compete against other local schools. Festival give experience of taking part in organised sporting events at a different venue	Transport planned and paid for so no cost to pupils. Staff attend festivals so supply needed to cover classes in school.			All children to take part in multi-sports events at the festivals Children enthusiastic for next events.
				Plan future events into calendar and ensure full take up by pupils.