

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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:
<ul style="list-style-type: none"> Increased participation in competitions Play leader program was implemented by the old PE lead to increase participation in the program for year 5/6 children New equipment was purchased to replace some old dated equipment Timetabled PE slots for each class PE teacher employed one day a week to upskill staff Parental engagement in clubs – Running club & netball club 	<p>Staff confidence in teaching and giving priority to PE timetabled (audit data)</p> <p>Quality of equipment</p> <p>Increase the use of the OAA resources in school to utilise school's outdoor areas</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>	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	51%
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/ No

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: £18,171		Date Updated: 04/02/2020	
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:
					%
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 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
Intent	Implementation		Impact		31
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 expand and improve the play leader program	<ul style="list-style-type: none">Julie Pashley from SCSSP delivered training on 31/10/19TA and MDS to be involved in the training to support	£160	Play leader program is up and running with year 5/6 students providing activities and games for KS1&2 at lunchtimes throughout the week.		Lead lunchtime supervisor and TA were part of the training to help monitor and continue the program.

	and help.		Children less likely to engage in active play at lunchtime are more involved.	
Make play leaders more visible on the playground and lunch.	Play leader bibs to be purchased	< £100 estimated	<ul style="list-style-type: none"> Children will be able to identify Play Leaders easily on the playground and lunchtimes to see where they can participate in activities. Play Leaders will have more pride and confidence in their role as they are easily identifiable. 	Bibs will be available for future years Play Leaders.
Improve options for activities during lunch and break. All weather table-tennis tables	<ul style="list-style-type: none"> PE lead has contacted a supplier. Site manager to clear space for tables in outside fenced off area near KS2 playground. 	Estimated £1300 for two tables	<ul style="list-style-type: none"> KS2 children will have an opportunity to participate in Table Tennis games during break and lunch. By reducing the number of children on the playground it will improve play opportunities for others. 	Tables will be there in years to come
Replace old and dated equipment	<ul style="list-style-type: none"> Head ordered KS1 & KS2 equipment for playtime use and storage shed PE lead in process of auditing PE equipment which needs replacing. 	Estimated £1000	<ul style="list-style-type: none"> Pupils have increased opportunities to use play equipment during PE lessons. Pupils will enjoy PE lessons more because they have a range of equipment which is current and easier to use. 	Following years will have new equipment for more effective and meaningful teaching in future years.
Buy a new house cup to increase pupil engagement in sports day	<ul style="list-style-type: none"> PE lead to find and purchase for summer sports day. 	£20	<ul style="list-style-type: none"> Encouragement for children to be proud of 	House cup will be in school for future years.

			their house and to increase their drive to do well throughout the year.	
Use of weekly PE focus groups to improve highlighted students concentration and behaviour	<ul style="list-style-type: none"> Weekly focus group run by external agency 	£1728	<ul style="list-style-type: none"> Children involved will increase their maturity in sportsmanship and build an increased confidence in physical education. 	Group to be supported by TA who will be upskilled in the role

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	Not finalised
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:
Staff CPD to improve confidence and skills to teach good & outstanding PE	<ul style="list-style-type: none"> Staff audit into PE teaching and confidence to be undertaken in autumn term. Training during staff meeting from Cambridgeshire PE advisor 	Cost to be decided	<ul style="list-style-type: none"> Staff will be more confident in delivering quality PE lessons. Children's enjoyment of PE lessons will be improved. 	Increased staff confidence and ability to teach quality PE lessons
Increase use of OAA resources in school	<ul style="list-style-type: none"> 29/10/19, PE Lead to meet with Outdoor Learning Advisor. PE Lead to conduct OAA staff meeting in Summer Term. Observations of OAA lessons to be conducted in summer term. 	N/A	<ul style="list-style-type: none"> Staff confidence in delivering OAA lessons to be increased. To increase the use of OAA resources. Children who are less sporty but more confident in OAA activities will be given an opportunity to shine and show their talents. 	<p>Staff CPD and increased confidence for future years.</p> <p>Extensive outdoor area and OAA resources will be used for quality OAA lessons.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	15
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 provide sports clubs at lunchtime to encourage participation in competitive activity.	<ul style="list-style-type: none"> Over&In to provide football coaching and morning fizkids club. 	£2735	<ul style="list-style-type: none"> Children to have opportunity to play controlled competitive games at lunchtimes 	PE Lead to discuss with Headteacher about sustainability.

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:
Continue participation in a range of SCSSP competitions throughout the academic year	<ul style="list-style-type: none"> School signed up to at least one competition per half-term. Competitions have been selected to cover all years in KS2. 	Free competitions run by SCSSP	<ul style="list-style-type: none"> Children will be given opportunities to participate in competition. The children who are able to attend will be given positive sporting experiences 	Children in KS2 will be given the opportunity to participate in a number of events throughout the year. This will encourage engagement in PE lessons. Links made with SCSSP will be fostered to continue participation in these events.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Simon Austen
Date:	24.01.2020
Governor:	
Date:	