

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 2020: IMPACT	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Staff knowledge and confidence continue to be of a high standard. This is due to upskilling staff rather than buying in coaches to deliver our PE lessons. • We continue to take part in an increased number of competitions. • Incorporating some active literacy and numeracy activities into teaching. <p>Clearly, COVID lockdown from March 2020, had a significant impact upon our plan for 19/20.</p>	<ul style="list-style-type: none"> • Issues with our swimming provider- pool closed in 19/20, mean that we need to urgently address the swimming provision in school. This has been hindered by the COVID lockdown*. • Following lockdown, work within COVID restrictions to restart the full range of sports clubs.

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>	Unable to say due to lack of swimming provision for swimming in 19/20- see above*
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	As above
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	As above
<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>	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: 2020/21		Total fund allocated: £19,599		Date Updated:23/09/20	
<p>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</p>					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?: TO BE UPDATED JULY 21	Sustainability and suggested next steps:
Due to Covid lockdown starting in March 20, we will aim to consolidate actions which were introduced in Autumn 19 and spring 20. This will need to be achieved within the restrictions outlined in our Covid risk assessment eg bubbles, zoned playgrounds etc	<p>Sustain existing full programme of lunchtime activities with trained young leaders. Whilst covid restrictions are in place we will not be able to use young leaders and will therefore refresh lunchtime supervisor training so that they can lead a variety of physical activities each day.</p> <p>Consolidate the reintroduction of “Wake up, shake up” 10 mins per day.</p> <p>Once covid restrictions are lifted, Look into further developing the daily mile at playtimes which was first introduced in summer 19</p>		£4,945	<p>intended impact= children continue to have access to wide range of physical activities each lunchtime</p> <p>intended impact= those children who choose not to take part in the range of physical lunchtime activities will all be involved in this activity</p> <p>intended impact= another opportunity for children to be involved in physical activity within the school day</p>	

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	
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?: TO BE UPDATED JULY 21	Sustainability and suggested next steps:
<p>Due to Covid lockdown starting in March 20, we will aim to consolidate actions which were introduced in Autumn 19 and spring 20. This will need to be achieved within the restrictions outlined in our Covid risk assessment eg no unnecessary gatherings, so no whole school assemblies.</p> <p>Ensure that children are aware of the opportunities that are available to them- the impact that these will have on both their physical and mental health and ultimately their academic success</p>	<ul style="list-style-type: none"> Regular reminders in assemblies- prompt staff to do this in class assemblies whilst we are not having whole school assemblies due to COVID. Regular visitors from Bishop Challenor and local clubs to promote physical activity- look at doing this virtually during COVID. Display in central area signposting children and their parents to full range of local clubs Put info onto weekly newsletter and the website. 	£0	<ul style="list-style-type: none"> Feedback from children and parents and club representatives. Evidence from children coming in with awards for presentation in celebration assemblies- in class due to covid. 	

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?: TO BE UPDATED JULY 21	Sustainability and suggested next steps:
Due to Covid lockdown starting in March 20, we will aim to consolidate actions which were introduced in Autumn 19 and spring 20. This will need to be achieved within the restrictions outlined in our Covid risk assessment eg minimal visitors on site, minimal face-to-face staff meetings.	<ul style="list-style-type: none"> Continuation of 1:1 training for staff through the Bishop Challenor package to develop their knowledge, skills and confidence- focussed on the individual teacher's development needs- explore how we can do this virtually during COVID restrictions Opportunities for teachers to attend Bishop Challenor sports training- as soon as COVID permits Opportunities for staff to be released from class for peer observations of good PE practice- as and when COVID permits.....we could do this as long as ensuring 2m distancing (observer on stage?) 	£8000 for release costs	Feedback from staff following sessions/ courses + end-of-year SDP questionnaire	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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?: TO BE UPDATED JULY 21	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>Due to Covid lockdown starting in March 20, we will aim to consolidate actions which were introduced in Autumn 19 and spring 20. This will need to be achieved within the restrictions outlined in our Covid risk assessment eg bubbles, zoned playgrounds etc</p> <p>Whilst continuing with existing quality coaches for before + after school clubs, continue to “widen the horizon” for our pupils by exposing them to new sports Continue to provide free before and after school sessions to FSM pupils</p>	<ul style="list-style-type: none"> • Continue with existing coaches and clubs • Regular visitors to assemblies- virtually during COVID? • Regular additions to our display 	£5,000	Intended impact= children know what opportunities there are out there and all children can engage in them irrespective of family income	

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?: TO BE UPDATED JULY 21	Sustainability and suggested next steps:
Due to Covid lockdown starting in March 20, we will aim to consolidate actions which were introduced in Autumn 19 and spring 20. This will need to be achieved within the restrictions outlined in our Covid risk assessment eg bubbles, zoned playgrounds etc	Approach staff to try and recruit, at least, the same number of volunteers as last year to train for, and then take, the children to competitions Look at competitions within the school day and use some funding to release staff to go to these competitions with the children Provide transport to and from competitions Within school, KS2 teachers to run termly sessions where the children attempt to beat their previous "personal best" in running speed over a set distance	£1665	Intended impact= for children to stretch themselves to achieve their absolute best and to have the opportunity to engage in healthy competition, "measuring themselves" against others	

Signed off by	
Head Teacher:	Louise Jones
Date:	23/09/20
Subject Leader:	Sarah Buck
Date:	23/09/20
Governor:	Don Abbey
Date:	23/09/20