

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:
• Greater participation in sporting clubs • Exposure to competitive events • Improved quality of swimming lessons • Plaxtol School football and netball teams and new kit. • Winner of 'Most Improved Sports School' for TWWKSP • Daily mile implemented across the school. • Trained sports leaders in Year 5. • Balance ability and bike ability across the school. • PE/Sport is timetabled for a minimum of 2 hours per week throughout the school.	• Increase in variety of sports clubs available – some at no cost • Focus on participation of Lower KS2 and girls across the school. • Purchase of new sports equipment • New sports provider that upskills staff. • New focus on gym training for staff and gym club. • Active lunch training for TA's • Whole school yoga workshop • Whole school skipping workshop

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.	NA as children did not swim in Summer Term.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	NA as children did not swim in Summer Term.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA as children did not swim in Summer Term.

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: £16,760	Date Updated: 21.07.2020	
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:
				7.3 %
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:
Increase number of children engaged in physical activity.	- Embed daily mile across the whole school - Continue to improve sports equipment - Use of yoga online sessions for KS1 and EYFS - Offering increased range of after school clubs – cheerleading/netball/football/ Multi- sports/Team games/Dance - Train Sports Leaders in Year 5 (Sprint) - Deliver 'Balance-ability' in EYFS - Deliver 'Bike-ability' in KS2 - Sports leaders to run lunchtime clubs for all children. - To discuss the options of free access to specific clubs. - Improve outside area for	£1,210	Children are demonstrating increased fitness levels. Increase in club participation across the school. Children try new sports and play against other year groups Children develop teamwork and play competitive sports Children more confident riding a bike and road safety related to cycling.	Due to Covid 19 Bike ability in KS1 in 2020/21 Balance ability in EYFS in 2020/21 Rescheduling of timing of PE lessons.

	EYFS/KS1 to increase time spent outside and physical activity.		EYFS have everyday access to more sports equipment due to the larger space they have for outdoor learning.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3.7 %
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 recognise achievement in sports both inside and outside of school.	- Star trophy to be awarded at the end of a short term for participation and effort in PE and sports events. - Sports board to be created by the children with assistance from Sprint. - Healthy lives workshop (TWKSSP) - KS2 to take part in workshop to develop understanding on a healthy body and mind. - Lifebus workshop to further develop children's understanding of their body and how keep healthy and safe. - During lockdown, children were given home learning PE activities provided by PE	£220 £400	Children show pride in their sporting achievements. Children showcasing their achievement and increasing pride and confidence in sports as a result. Children developed a deeper understanding of what is needed to keep them healthy, physically and mentally. Children and their families engaged in physical activity both indoors and outdoors. Children evidenced this	

	specialist - When EYFS and Year 1 returned to school after lockdown, children took part in a socially distanced sports day.		on Tapestry through photographs and comments. Children actively competed for their houses and collaborated with one another.	
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Additional achievements: To increase the variety of clubs available to all pupils.	- Some clubs offered free of charge to increase participation. - Create and maintain a whole school database of children's participation in sports. - External dance teacher to provide additional dance lesson for Y3/4 during curriculum time, working towards a dance competition.	£334		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.7 %
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 introduce the children to a range of competitive sports and events to engage more pupils.	- Join small schools leagues for netball and football.	£75	Children featured in celebration assembly to celebrated their participation and achievements.	
	- Set up intra house competitions using sports leaders during lunch times.		Children participated in lunchtime competitions increasing skill level and activity levels.	
	- Children took part in inter school competitions such as Sportshall athletics.	£210		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	