

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"> ● Continued to compete in Cluster sports events throughout the year. ● Boys won a football tournament within the Cluster. ● We now have 2 girls' football teams for inter-schools competitions beyond the Cluster. ● Participation in after school and lunchtime clubs is growing with multi-skills, athletics and rugby clubs well attended. ● Staff training for NPECTS and REAL PE completed. | <ul style="list-style-type: none"> ● Introduce table tennis, yoga and netball clubs. ● Girls to attend football training with Norwich East Sports Partnership. ● Increase Forest School / outdoor and adventurous provision into Year 1 and 2. Include gardening club after school club. ● PE leader to complete training. ● Develop Playground Pals to lead games at lunchtimes. ● Complete staff audit of PE needs for year ahead and book training as required. ● Investigate feasibility of offering unusual clubs such as archery or fencing. |

| | |
|---|-----|
| 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. | 94% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 86% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 86% |

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: £16890 | | Date Updated: December 2019 | |
| 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: 44% |
| 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 to explore and develop range of clubs offered to children at lunchtime and afterschool so that they are active and learn new skills. | | As and teachers to agree each term the range of clubs on offer. Through School Council explore what clubs children would like. | | £1500 | |
| Develop zones on the playground to encourage a greater range of games and activities. Start to use the front playground at lunchtimes so that pupils have more space in winter for running around. | | Work with MSAs and School Council to agree zones for playground. Playground pals to support with play equipment and leading games. Invest in new netball hoops to improve target games. | | £250 from sponsored event. | |
| Develop the adventure playground with a range of tyres for children to play on. | | Parents to install tyres over the holidays. | | Free donation. | |
| Investigate new markings for the playground to help children use the space more effectively. | | Cost of markings to be investigated. PE lead to talk to pupils about what they would like. | | £5000 and further costs to be explored. | |

| | | | | |
|---|---|---|--|--|
| Continue to resources for children for PE lessons and lunchtimes | Audit resources for PE and lunchtimes. Work with School Council to agree new and renewable resources for lessons and lunchtimes. Teach children how to play with new equipment. | £550 for equipment | | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| Children to organise their own intra-house sports competition. | sports lead to establish. Half day intra-house sports competition to be held in the Spring term. | £300 for leadership time and prizes. | | |
| Raise the profile of sporting achievements in celebration assemblies, on our website and through social media such as Facebook. | Pupils to bring in sporting awards to share during celebration assemblies each week. Photos taken at events shared in newsletters, on our website and through social media. | £500 time for secretary to check photos and upload. Monitor content each week. | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|----------------------------|--|--|
| | | | | 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: |
| PE lead to complete PE Leadership and Management training. | Complete course. Update our PE policy and risk assessments. Develop assessment for learning in PE. | £1000 for leadership time. | | |
| Complete staff audit of PE wish list on areas of training needed. | Complete audit and work with SLT to agree training for staff. | | | |
| Monitor PE provision across school and feedback to senior leadership team. | Complete lesson observations and learning walks for PE with SLT. Share good practice with all staff. Start to consider peer observations across partnership. | | | |
| Begin to work with partnership school to develop excellent practice. | Make contact with PE lead. Share ideas and strategy for year ahead. Begin to plan ways to work together. | | | |
| Purchase online licenses for PE schemes of work and evaluate the effectiveness of these. | Ensure staff can log on and use schemes of work. PE lead to evaluate effectiveness of provision through observations and talking to children. | £900 licenses | | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|---|--|--|--|
| | | | | 34% |
| 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 to develop Forest School and outdoor and adventurous learning so that children have access throughout the year. | Build an outdoor classroom to ensure all year access. Map provision to ensure all children have equal access. Provide storage for wellies and resources so that children can use the field all year, especially at lunchtimes. | £1240 additional amount for all weather provision. £500 for storage | | |
| Give children a taste of different sporting activities such as fencing and archery. | PE lead to investigate provision for outside agencies to deliver sports clubs and one off events. Offer children yoga, netball and table tennis clubs, utilising the skills of current staff. | £2500 £1500 | | |
| Develop the range of sports clubs on offer to children at lunchtime and after school. | | | | |

| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: | |
|---|--|---|--|--|
| | | | 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: |
| Increase opportunities for younger children to participate in competitive sport. | Cluster multi-skills event to be attended. PE lead to organise events for KS 1 through sports partnership. | £700 for leadership time and for resources. | | |
| Continue to develop participation in competitive sports through additional coaching. | Girls to attend football training with Norwich East Sports Partnership | £500 for pupil coaching. | | |

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