

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



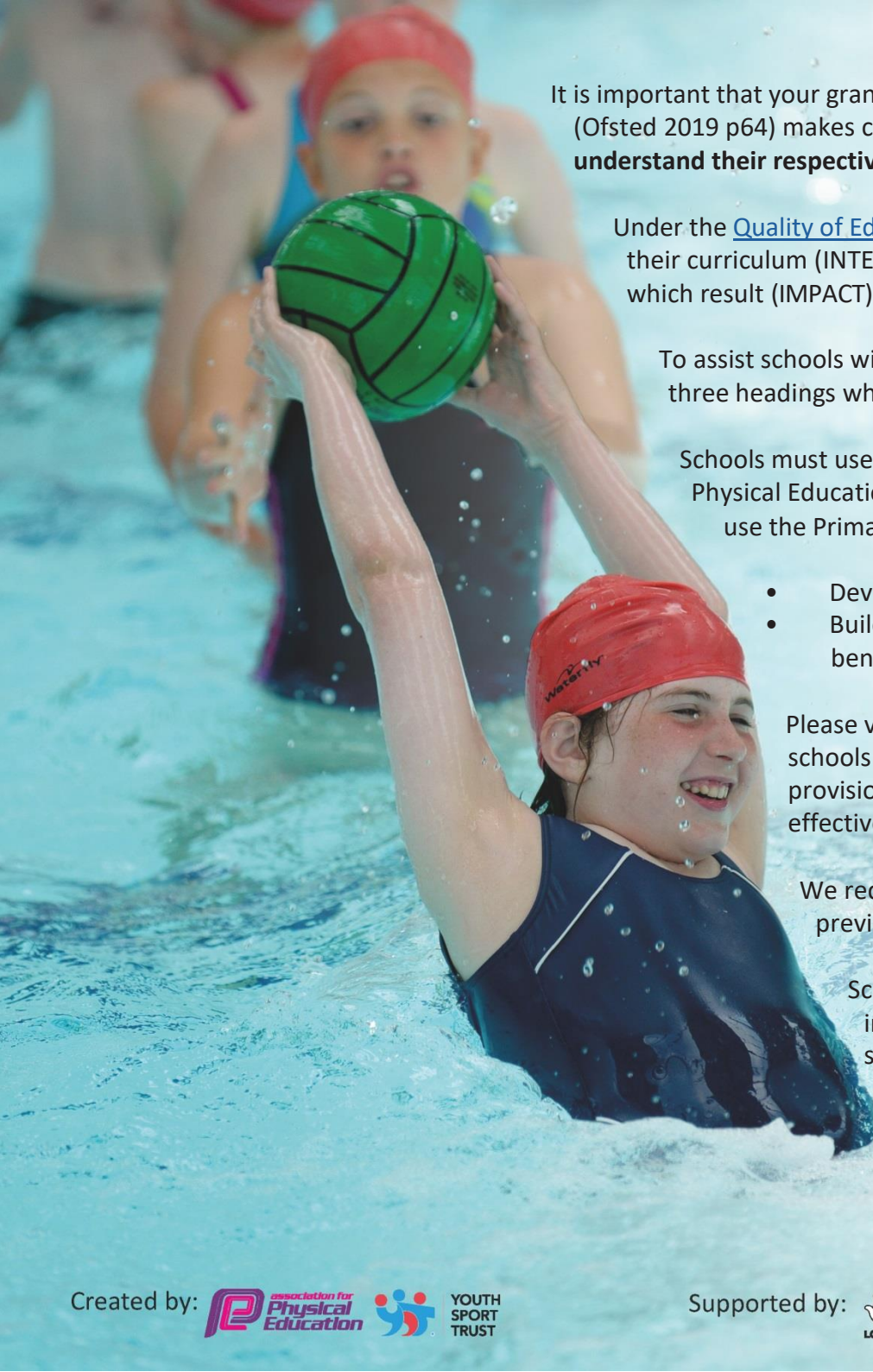
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their 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 and areas for development.

| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
|---|---|
| Participation in a range of sporting events. Committed coaches delivering high quality PE. New resources to aid the teaching of PE. Staff training | Sports clubs. Improve the health and fitness of children. Further extend opportunities for children to achieve 30:30 Continue to encourage active travel Praise and celebrate sporting achievements |

| | |
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| 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. | 70% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 70% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 70% |
| 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: 2019-2020 | | Total fund allocated: £17,500 | Date Updated: | Percentage of total allocation: | |
|---|--|-------------------------------|--|---|--|
| 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 | | | | % | |
| | | | | | |
| 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: | |
| Playground improvements | JW to organise Trim-trail and playground markings. | | | Introduce whole school fitness morning activity. | |
| Play-Leaders (Active play and lunchtimes) | Continue using year 5 and 6 play-leaders – schedule the children to work playtimes and lunchtimes. | £200 | Children engaged in active games during playtimes and lunchtimes. | Re-train mid-days due to staff turnaround, PE lead and a group of children. | |
| New equipment | Purchase and update equipment and resources for use in lessons and playtimes. LSt will trial the heat-map. | £1000 | LSt completed the heat map for year 5 to address the times/lessons in the day that could become more active. | Introduce heat maps to other classes? | |
| Active lessons where possible | PE leader to attend Active Maths and English training course for ideas to feed back to staff. | Staff cover | LSt attended an active Maths and English session and fed back to JW. | | |
| Encourage walking/cycling to school | Continue to encourage children to walk or cycle to and from school. Letter sent out regarding this in the Summer term. | | Class teachers promoting this idea – lots of children bringing bikes to school. | Newsletter to go to parents. | |

| | | | | |
|---------------------|--|---|--|---------------------------------------|
| Specialist Coaching | Continue working with Chris Wright and his sporting staff. | 2 hours a week @ £28 per hour for a fixed term £3000 approx | Experts in areas of the curriculum. Good CPD for staff. | Continue using specialist coaches. |
| Swimming | Continue with KS2 children going swimming as part of the curriculum. | £3400 approx | Higher number of children becoming more confident with swimming. | Continue to access the swimming pool. |

| | |
|---|---------------------------------|
| 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?: |
| Praise and celebrate children's sporting achievements both in and out of school during Golden Time Assembly. | Celebrate sporting achievements during weekly Golden Time Assembly. | £200 | Boosts children's self-esteem and encourages others to be active. |
| PE noticeboard | Create a PE noticeboard to display photos, certificates, and notices. | | |
| PE values linked to other subjects where possible. | Staff make lessons active when they can and link lessons to values. | | |
| Facebook celebrations | Sporting achievement photos and notices to be posted on school Facebook page. | | Great to involve parents/wider community to celebrate and share achievements. Great way to communicate with parents. |
| PE newsletter (Summer Term) | Send out a PE newsletter in the Summer term which could include past sporting achievements and future events. | | |

| 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: |
| PLT Meetings – Maryport Cluster. | LSt to attend every term and feedback to JW and staff where appropriate. | | Schools in the area sharing good practice and keeping up to date with any changes and new initiatives. | On-going |
| Staff Training | LSt will attend training organised through the cluster and feedback where necessary. Additional staff CPD when available. | Up to £1000 | Better subject knowledge and confidence teaching PE. | |
| Schemes of work | Continue using The PE Hub and introduce Commando Joes to staff – LSt will monitor the use of the schemes. | £2600 | Consistent and progressive planning following the skills progression documents. | On-going |
| Specialist Coaches | Continue with Wright Sport services coaches | See above sections. | | |

| 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?: | Sustainability and suggested next steps: |
| Additional achievements: | | | | |
| Workshops/events/whole school PE days. Providing sport aspiration with Olympic Athlete visit. | Make bookings e.g. KidzFit, wheelchair basketball, Bikeability, yoga, new balance etc. Introduce a whole school Health and well-being day. | Up to £2000 | Provided extra opportunities. | On-going |
| Competitions | Continue taking part in competitions within the cluster. | £160 per competition approx | Provides great opportunities. Children improve their physical health and well-being. Children feel proud of themselves. | On-going |
| Sports Clubs (questionnaire to children) | Create a questionnaire asking children which sports clubs they would like to see running. | | | |
| Links with other schools | Make links with Workington Academy and St Josephs Secondary school. | | Build partnerships with other schools. | Organise for next academic year. |
| School sporting kit | Think about a new sporting kit for school | Up to £500 | | |

| 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: |
| Intra and Inter competitions Extend competitions to B teams where possible. Make links with MAT schools and organise sporting events. | Organise and attend a range of events for each year group/ability of children (inclusive). Where possible, send multiple teams to a competition. Dearham and Northside School | See section above | Provides great opportunities. Children improve their physical health and well-being. Children feel proud of themselves. | On-going |

Created by:  association for Physical Education  YOUTH SPORT TRUST

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