



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

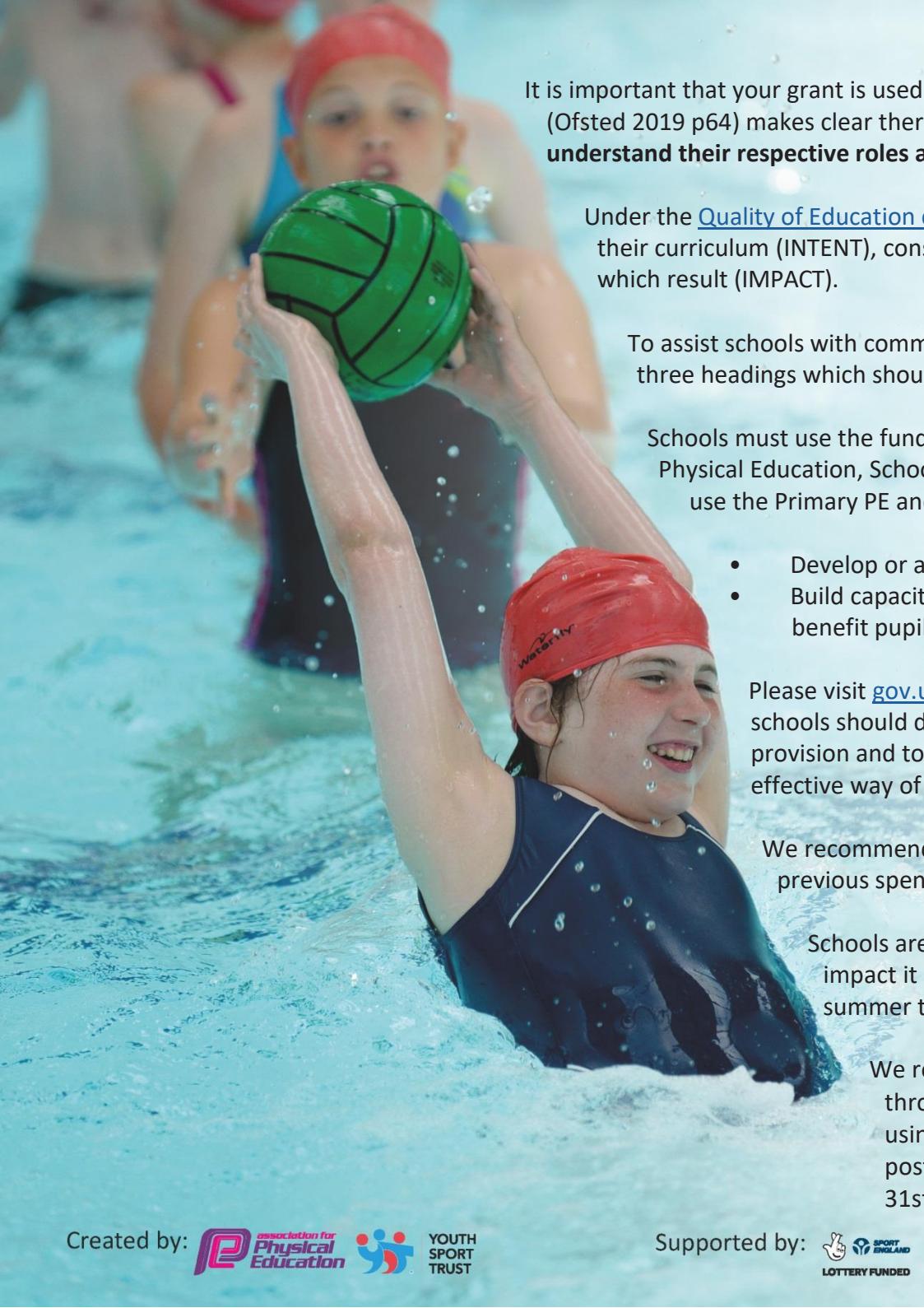


Department
for Education

Created 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:
<ul style="list-style-type: none"> ➤ Improved the quality of teaching within PE lessons through team-teaching alongside specialists and training opportunities (Evidence: PE-teaching staff survey.) ➤ Begun to increase the physically active time for all pupils through extra-curricular opportunities and playground facilities (Evidence: Whole school questionnaire of children's active time outside of the school day.) E.g. Daily Mile and Playground Lines ➤ Continued to increase the number of children participating in inter school sport. (Evidence: See School Games Mark figures.) ➤ Begun to develop Sports Leadership throughout the school, to raise the engagement of pupils in PE across a variety of roles; Umpire, coach, leader as well as participant. ➤ Increased the number of sporting experiences for all children within the school through enrichment days with Premier Sport, Taekwondo and Karate taster Sessions and meeting an Olympic Athlete – Eden Francis. 	<ul style="list-style-type: none"> ➤ Develop trialed (with Year 1) GETSET assessment tool to the rest of the school (Noted in Curriculum Action Plan) ➤ Continue to organise opportunities for children to experience a wide range of sports (linking with local clubs – supporting application of Silver School Games Mark Award). ➤ Increase the number of intra-school opportunities (this will support our application for the Silver School Games Mark in 2020) ➤ Increase the provision of extra-curricular activities (in-line with School Improvement Plan and Children/Parent Surveys)
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>	<p>Last year 18.5% 57.9%</p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<p>Last year 16% 55.6%</p>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<p>Last year 2% 55.9%</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>Yes/No</p>

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.

Please note, this continues to be a working document.
Updated July 2020

Academic Year: 2019/20	Total fund allocated: £19 687	Date Updated: 1.10.19		
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: 12.58%	
Intent	Implementation	Impact	Sustainability and suggested next steps	
<p>-Increased number of children involved in active/organised physical activity during playtimes.</p> <p>- Sports Captains and Play Leaders to become ambassadors for healthy, physical habits. Also to develop their leadership skills. Training Year 5 after Easter 2019 to create a legacy.</p>	<p>-Hiring a Sports Coach (CS) to provide before/during and after-school clubs.</p> <p>-Daily/Golden Mile is a compulsory daily activity for the whole school</p> <p>- Key children trained to be 'Sports Captains'. These children lead focused games sessions throughout the week, working with PE Lead and Play Leader TA's at lunchtimes.</p> <p>-Budgeted money to repair, replace</p>	<p>£1975.35</p> <p>£0</p> <p>£0</p> <p>£500</p>	<p>As a result of adult Play Leaders running and overseeing a range of indoor and outdoor activities at lunchtime including table tennis, dance, running, athletics, yoga, tag-rugby, rounders and tennis, the number of children participating in organised activities has increased term on term. Furthermore, training Y5 and Y6 children to be Play Leaders, in the Spring term, to organise and run simple games has further helped to engage children.</p> <p>8 Sports Captains applied were selected in the Autumn term. 19 Play Leaders were appointed in the Spring term. All children have been good role models for healthy physical habits. They have</p>	<p>Monitor and evaluate clubs offered on a termly basis. Offer to target groups, liaise with Pastoral Support to ensure vulnerable groups are supported and included.</p> <p>Monitor effectiveness of Daily Mile – are all teachers managing to complete it?</p> <p>Continue to provide opportunities for Sports Captains to engage children at lunchtimes in physical activity. Provide training as and when necessary.</p>

	and provide a range of sports for clubs		supported younger children and their peers in sporting activities and lead simple games. Unfortunately, due to Covid, the new Sports Captains and Play Leaders were not able to be trained after Easter.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1.53%
Intent	Implementation		Impact	Sustainability and suggested next steps
Continue to celebrate key sports days promoted throughout the year by school prioritising health and physical activity for children.	Children's sporting successes celebrated in assemblies throughout the year. With the introduction of celebrating the performing arts badges, highlighting successes in dance too.	£100	Children are proud to represent their school in competitions and receive certificates in assembly. The after school gymnastic club celebrate their success by performing to their parents at the end of each term. Children are proud to share their achievements outside of school by bringing in certificates gained in sporting and other extracurricular activities. These are displayed in the entrance hall. Unfortunately, due to Covid, sports day, sports week and Tokyo day to celebrate the Olympics were all cancelled.	PE Lead to investigate possibility of leading an inspirational assembly once a term to motivate and engage students. - PE Lead to continue to investigate ways to upskill staff.
- Children receive teaching from confident PE teachers due to CPD from PE Lead.	PE Lead to run staff CPD sessions, particularly on Assessment as outlined in new staff audit September 2019	£300 premier enrichment	Due to Covid, these sessions didn't take place.	Twitter posts to demonstrate children's enjoyment and engagement at playtimes.

<p>Due to the success of the enrichment day (2018-2019) another day is planned to offer children experience of less well-known sports and an opportunity to develop their leadership skills and work collaboratively across year groups; these both feature in the SIDP.</p>	<p>Liaise with CS and Premier to arrange day in Summer term.</p> <p>Investigate if we can hire/borrow equipment from the partnership.</p> <p>PE Lead to liaise with Sports Captains and train them to lead events during the day.</p> <p>Gather feedback from staff to ascertain what they enjoyed from last year to see what events they would like to repeat and what to change.</p>	<p>£200 PE LEAD time to organize, promote and arrange event.</p>	<p>Due to Covid, these sessions didn't take place.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15.47%
Intent	Implementation		Impact	Sustainability and suggested next steps
- Children receiving consistently well-planned/well-resourced lessons and PPA cover is consistent with 2 main teachers delivering GET SET sessions.	<ul style="list-style-type: none"> - Introduce new PE online resources accessible to all staff. - PE Lead to lead Staff meeting time to develop confidence in teaching PE, particularly with assessment. 	£545	All staff, who deliver PE, are using plans from Get Set PE. All children are being delivered well-planned and resourced PE sessions twice a week.	<ul style="list-style-type: none"> - PE online website subscription will need to be met each year - - Continue to adopt team-teaching CPD approach to upskilling staff. <p>Staff to continue to use best practice observed, inform planning and future delivery.</p> <p>PE LEAD to observe this practice being used.</p>
Playtimes are encouraged to be active play sessions lead by upskilled Midday Supervisors and TA's.	<ul style="list-style-type: none"> - Midday supervisors and TA's are trained to deliver activities on the playground/field. 	£2500	Every lunchtime, there is at least 2 adults running activities. There is always an indoor option of table tennis, yoga, dance and more or an outdoor option of 4 square, running, rounders, tennis, hockey and more. The trained Y5/6 Play Leaders also run simple games and activities that children can join in with. Children have a wide range of opportunities to be active during lunchtimes and there is a good uptake from children from KS1 and 2.	<ul style="list-style-type: none"> - Provide continued support for Playground Leader (Staff) as their role develops.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 33.43%
Intent	Implementation	Impact	Sustainability and suggested next steps

<ul style="list-style-type: none"> - Children more likely to join extra-curricular sporting clubs/groups due to taster sessions in less popular sports. - Disadvantaged children given opportunities through lunchtime provision to compete. 	<ul style="list-style-type: none"> - School buys into AAN Cluster sports programme to offer all children a broader experience through access to KS3/4 facilities and teaching. Also to include specialist activities for Year 1-6 children (climbing, archery, abseiling, etc.) 	£985	<p>Children have enjoyed taking part in taster days at the local Secondary School and through the cluster competing in a variety of competitions. Whole year groups have been given opportunities to try new sports and receive specialised coaching; Y1 children had a gymnastic taster day. Disadvantaged children have been prioritised and given opportunities to attend netball and football competitions.</p>	<ul style="list-style-type: none"> - Continue to buy into AAN Cluster. - Develop links with external providers/local sports teams to come in and offer taster days for pupils.
<ul style="list-style-type: none"> - Engage a wider range of children in a variety of sports before and after-school. 	<ul style="list-style-type: none"> - Play Leader employed in school to run lunchtime sports clubs. Hired Sports Coach (CS) to run before, during and after-school clubs to children. Offering sports in response to child surveys. Continue to organise Taster sessions with local clubs to broaden experiences and advise children and parents about sports happening in the area. E.g. Taekwondo, Karate and Tennis. 	£3145.12 £1975.35 Sessions free of charge as long as club is advertised within school.	<p>There is a high take up for before and after school clubs. Clubs are often oversubscribed. Children have enjoyed attending a wide range of clubs.</p>	<ul style="list-style-type: none"> Continue to incorporate sports into curriculum mapping for 2019/2020 Continue to run club if popular And offer alternatives based on competition calendar.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 18.15%
Intent	Implementation		Impact	Sustainability and suggested next steps
- Children given opportunities to compete against other schools. - Disadvantaged and children who 'opt out' of competitive sport targeted and given opportunities.	School sports teams entered into Breckland Partnership Tournaments and progress to county competitions. - PE Lead to analyse participation numbers and apply for Silver School Games Mark.	(£985) paid to AAN then divided between KI4 and KI5) FREE	Children have participated in cross country, football, netball and tag rugby competitions up until the end of the Spring term.	- Pupil survey to investigate possible sporting opportunities for children who traditionally 'opt out'. - Continue to identify ways to increase range of children involved in competitive sport.

Signed off by	
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