

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2015

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"> • A high percentage of KS2 children taking part in competitive sport after school. • The school remains a key contributor to the Schools Sport Partnership (SSP), which helps develop young peoples love and engagement within numerous sporting activities. • Increase in the number of sports on offer within the school both in P.E. and extra curricular clubs. • Development of Forest School sessions and the appropriate training fro two members of staff to run these sessions on a weekly basis. • Highly active and engaging 'Activities Week' allowing all pupils to be active and to try new activities 	<ul style="list-style-type: none"> • Continue to develop the Forest School provision to maintain pupils active engagement and develop their key skills in a number of different areas in order to give them life long skills. • Increase the provision of competitive activities available for KS1 pupils • To build links across The Link (MAT) to increase the opportunities for pupils. • To setup and run a successful Year 6 residential that focuses on communication, team-work and new experiences. • Increase the number of sporting activities for children in all age ranges at lunch time and after school. • Playground to have markings repainted in order to cater for a number of different sports.

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	45%

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: £16540.00		Date Updated: 19/07/20	
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:
					%
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:
<ul style="list-style-type: none"> To continue to provide opportunities so that pupils are active for the recommended 30 minutes per day (in addition to 2hr curriculum P.E.) To increase the opportunities for all children to take part in sporting activities both during school and outside of normal school hours. Children have the opportunity to continue to develop core skills in at least 2 sporting activities. Encourage pupils to live healthy and active lifestyles. 	<ul style="list-style-type: none"> A selection of children from KS2 to be trained up as Play Leaders allowing them to take responsibility and actively engage with other children in different sporting activities at lunch times. Obtain new and varied sports equipment that can be used during lunchtimes allowing all children to participate in an enjoyable activity. Research and locate qualified coaches for a variety of different sports e.g. Yoga. Inform MTA's of plans and their role within creating active lunchtimes. 	Subscription to DSSP for this academic year - £4750 - Play Leader training Equipment refresh and upgrade - £200	<ul style="list-style-type: none"> More pupils in UKS2 and LKS2 taking part in a range of competitive sporting events. All pupils that have taken part in competitive sporting events have had their participation celebrated in our celebration assembly and house points have been awarded. Pupils are transferring skills from P.E. lessons to competitive sporting events. Pupils in UKS2 are taking responsibility of training for upcoming events during their lunchtimes. 	<ul style="list-style-type: none"> Continue to train up KS2 children as Play Leaders so they can be rotated - raise aspirations. Pupil voice to be used more often in order to gauge the types of sports and activities that are linked to pupil interests and the types of sporting equipment required in order to offer a broad and diverse sporting programme. Look at opportunities for future inter school events through the MAT. P.E. lead to attend MAT 	

	<ul style="list-style-type: none"> • Timetable extra curricular activities for each school term (showing a number of different sporting activities) 			<p>P.E. hub meetings every term this will allow for future planning of the sporting provision within across the MAT and within the school.</p> <ul style="list-style-type: none"> • Continue to try and find KS1 competitive sport opportunities – this should be done through the Academy provision.
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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?:	
<ul style="list-style-type: none"> • Improve staff knowledge and their understanding of the current Government regulations and expectations for P.E. within the Primary setting. • Share annual sports day and sporting competitions, as part of DSSP, with parents and the local community. • Celebration of sporting achievements, both in and out of school, during weekly celebration assemblies. • Continue to train and 	<ul style="list-style-type: none"> • P.E. lead to disseminate guidelines through staff meetings after attending academy hub sports meetings. This will allow up to date information to be passed on in an effective manner and allow appropriate time through hub meetings to discuss direction of sport across the academy. • Information regarding sports day and out of school sporting events to be sent to 	<p>£240 to cover supply costs for PE lead to attend hub meetings.</p> <p>Certificates, trophies, refreshments and transport to events - £500</p>	<p>All staff have a clear understanding of the expectations and the impact of this on the whole school.</p> <p>Community involvement in these events – Sports day unable to go ahead due to Covid-19.</p> <p>A large proportion of children have taken part in sporting events and have had this success celebrated. This allows them to share their achievement and motivate others. Those taking</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to monitor changes in the Government expectations and monitor and develop those in place so that they remain embedded in everyday school life in the coming years.</p> <p>Annual monitoring of events and staff provides for improvement in practice and execution in future years.</p> <p>Feedback from children and reviewing of our current sporting provision (DSSP) to be monitored in order to maintain</p>

<p>highlight the profile of our Play Leaders in order to develop and sustain interest within this role and encourage others to want to participate in the future for sustainability.</p> <ul style="list-style-type: none"> Interact and celebrate world wide sporting competitions e.g. Six Nations, Olympics, SheBelieves cup etc. 	<p>parents and carers in order for them to attend.</p> <ul style="list-style-type: none"> Certificates, medals and trophies to be handed out as part of our celebration assemblies – highlighting sporting achievements. Play leaders to attend up to date training sessions through the DSSP in order to continue to offer engaging and effective lunchtime provision. Order Play Leaders – hoodie or top for those taking up the role and to highlight their position. Continue to monitor the play equipment available at lunchtimes and make sure it is suitable for use and relevant. 	<p>Certificates - £40</p> <p>Hoodies - £100</p> <p>Equipment refresh and upgrade - £200</p>	<p>part have increased their physical fitness.</p> <p>New play leaders have stepped up for this year and commenced their training sessions. They have planned a number of sessions for lunchtimes and looked at how best to utilise the space we have within our playground. Others are now interested in taking part in this process.</p> <p>Pupils have shown an interest in a number of world wide sporting events – this has allowed them to get a taste of new sports and ideas and discuss sport at a professional level allowing them to be motivated to succeed.</p> <p>New equipment bought inline with requirements and replacement – good quality items available to all.</p>	<p>enthusiasm and meet our schools needs.</p> <p>Continue to monitor resources available and build in a schedule for replacement so that equipment is of high quality.</p> <p>Create a system in order that staff and play leaders can effectively request new equipment and be part of the monitoring process.</p> <p>Obtain Play Leaders hoodies – not completed due to current situation.</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:
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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:
<ul style="list-style-type: none"> Staff CPD available across the school for all age ranges and for a variety of different sports through DSSP. Forest School Leads to conduct whole staff Forest School sessions in order to develop confidence and skills. Lesson observations and feedback for all staff. Opportunities for staff to sit in on after school sporting sessions to gain experience of different activities for use during their P.E. sessions. Sort and order PE curriculum resource packs – e.g. swimming, hand ball, volley ball etc – staff to utilise these in order to plan effective lessons with progression of skills. 	<p>Staff to attend relevant CPD opportunities through the DSSP.</p> <p>P.E. Lead to email staff with the current CPD opportunities with dates, location and times at the beginning of each term.</p> <p>P.E. lead to look out for emails from DSSP in order to see schedule of upcoming staff CPD events.</p> <p>Lesson observation schedule needs to be taken forward as a next step as not completed this year. This was scheduled for summer term. Needs to be earlier next year.</p> <p>Staff to know what after school events are running and to determine whether sitting in on these sessions would add to their sporting knowledge and quality of the lessons they teach.</p> <p>Forest School leads to set time in</p>	<p>Subscription to DSSP for this academic year - £4750</p> <p>Cover for CPD - £200</p> <p>Forest school equipment – additions and replacements - £400</p> <p>Rental of forest school space - £300 based on 1 session per year group per term and staff training</p> <p>Update and renew resources - £250</p>	<p>All staff able to deliver P.E. lessons with confidence being able to show progression of skills in the lessons they teach – this allows our pupils to access a higher quality of physical activity both in lessons and through out of school hours provision.</p> <p>Some observation of after school sessions run by staff completed in order to look at quality of teaching. Through high quality sessions pupils were engaged and learning new skills in a progressive manner.</p> <p>Lesson observations to be set up for autumn/spring term in 2020/2021 as scheduled too late in 2019-2020.</p> <p>All staff have attended a forest school training session in which they have been able to take part in a variety of different sessions</p>	<p>Look in to cost effectiveness and use of current provision – look at providing inhouse training and CPD through the Academy – model used by other schools in The Link.</p> <p>Create a bespoke and rigorous lesson observation schedule for P.E. in the autumn/spring term in future years.</p> <p>Continue to offer staff good quality CPD opportunities through the Academy model rather than DSSP.</p> <p>Forest School Leads to continue to conduct yearly refreshers so that high quality forest school provision continues and new staff are competent.</p>

	<p>diary for all staff to attend forest school training session in order to be more confident when helping run these sessions.</p> <p>P.E. lead to look at current resources packs to make sure they are up to date and inline with what we are teaching in school. Staff need to be made aware that they packs are available for use when planning effective lessons and to give extra ideas – this is especially useful come spring term swimming lessons.</p>	<p>Additional courses, if necessary - £250</p>	<p>including tool use. This allows staff to offer bespoke learning for their class in order to develop key skills both effectively and safely.</p> <p>Schemes of work have been looked at and resources bought and placed together in The Snug.</p> <p>Staff used swimming resources effectively in order to deliver high quality swimming lessons for all pupils in the school during the spring term. This was completed alongside a number of qualified instructors – this allowed staff to ask questions and develop their knowledge of key progressive skills required.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
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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:

<p>Additional achievements:</p> <ul style="list-style-type: none"> Continue to plan and run a yearly Activities Week that will allow all pupils in our school to take part in events that allow them to be active. Make sure all children have the opportunity to experience the outdoor environment through well planned and thought out Forest School Sessions. To make sure we continue to provide opportunities for children to take part in a range of sporting activities that engage and inspire. Year 6 pupils to take part in a residential that focuses around communication, team work and new adventurous activities. Involve EYFS in more events than previous years, where possible. Continue to offer a variety of sporting opportunities – some of which will be more unusual choices – catering for all tastes. 	<ul style="list-style-type: none"> P.E. Lead to look for opportunities for activities that will inspire children to get involved through the DSSP and other means. Timetable set up for Forest School making sure that all children have the opportunity to spend at least 1/2 day every half term at our Forest School site. HoS to plan Residential opportunity for Year 6 children that allow them to take part in a range of activities that are physically demanding, allow for team building and collaboration. HoS to plan and create a schedule for Activities Week that will take place during the summer term. The week will contain events will be suitable for all ages including those in EYFS. This will be discussed with the EYFS lead to check suitability. 	<p>Subscription to DSSP for this academic year - £4750</p> <p>Money set aside to offer help with transport and variety of sporting activities during Activities Week - £1000</p> <p>Forest school equipment – additions and replacements - £400</p> <p>Rental of forest school space - £300 based on 1 session per year group per term and staff training</p> <p>Money set aside to help families if needs be with affordability of Year 6 Residential -</p>	<ul style="list-style-type: none"> Increase in the number of pupils taking part in competitive sporting events within the DSSP. Although number of activities taken part in less due to weather cancellations in Autumn term and Covid-19 in Spring and Summer term. All children taking part in competitive sport have their success celebrated and they talk positively about their experience to others in the school. The competitive nature in sport sees children striving to improve in skills learned in both P.E. lessons and after school activities. Passion and motivation to succeed in a variety of sporting challenges. Children’s enthusiasm to try new activities has increased as we see more children taking part both in and out of school. Increase in variety of P.E. lessons and after school clubs being offered to all ages. Activity levels of children 	<p>Look at options for future sporting events and opportunities – looking at value for money and activities being offered. Needs to be take in house like other schools within the academy.</p> <p>Setup competitive sporting opportunities – inter academy schools in order to develop high quality provision.</p> <p>Continue to use Pixies Holt as a centre for Year 6 residential – high quality activities offered that cater to the needs of all individuals.</p> <p>Look at Activities Week for future years as this year cancelled due to Covid -19</p>
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		<p>£500</p> <p>Update sporting resources inline with current tastes of pupils - £250</p>	<p>increased and reflected in their attitude & attainment in P.E. lessons</p> <ul style="list-style-type: none"> • Pupil surveys indicate that children enjoyed sporting opportunities offered. • During Year 6 residential all pupils had the opportunity to take part in a Team building session, night walk, rock climbing, abseiling, map reading, weaseling and archery. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<ul style="list-style-type: none"> Increase in the number of children taking part in the offered competitive sport events Continue to raise the profile of taking part in competitive sporting events and link this to the schools rewards and celebrations. Continue to look at the opportunities for sports day and how this can be lead to effective competition between the schools House Groups both on the day and throughout the year. Research opportunities for inter school games, outside of DSSP, in order to increase opportunities in the local area for competitive sport. Look at inter academy school competitions. 	<ul style="list-style-type: none"> All classes to have the opportunity to take part in a competition organised by DSSP. P.E. Lead to continue to look at competitive sporting events available through the DSSP and to book these early. P.E. Lead to inform parents and pupils of upcoming events by sending out letters with at least 2 weeks notice to increase participation. Any child participating in a sporting event will be rewarded with house points that will add to their house points total throughout the year. This will link sports day and other sporting opportunities. Continue to monitor the uptake of children taking 	Subscription to DSSP for this academic year - £4750 Transport to competitive sporting opportunities - £200	<ul style="list-style-type: none"> Increase in the number of pupils taking part in competitive sporting events within the DSSP. All pupils taking part in competitive sport have their success celebrated and they talk positively about their experience to others in the school. The competitive nature in sport sees children striving to improve in skills learned in both P.E. lessons and after school activities. Pupils desire to compete and succeed increased – this was seen during football tournament when school team setup practice slots at lunchtimes. Future planning for inter academy schools games discussed and agreed for 2020-2021. 	Subscription/cost of in house P.E. coaching and competitive inter academy sporting events to be agreed. Schedule for inter academy sporting events to be looked at and P.E. lead to then send out information. P.E. lead to continue to attend Academy hub meetings in order to keep up to date with upcoming events. Staff to make sure P.E. lessons are inline with Academy schools in order to allow children to compete with appropriate skills and knowledge.

	part in competitive sporting events. <ul style="list-style-type: none"> • Look at ways of increasing opportunities of sporting events across Link Academy Schools. 			
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Not all funds have been spent this year due to Covid-19, this money will be carried forward to next year and will go towards paying for playground remarking and Academy offered sport coach events.

Signed off by	
Head Teacher:	D Turner
Date:	19/07/20