

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"> January / February focused swimming lessons for Y4 raised swimming requirement achievement from 63% to 86%. February/March focused swimming lessons for Y5 raised swimming requirement achievement from 70% to 88%. Y6 would have received targeted swimming lessons in June / July and we are confident that we would have seen similar results. 100% of Y6 children had had the opportunity to represent the school in competitive events by March 2020. School improved performance at higher level challenge competitions, winning the Warwickshire 6 a side football competition and competing at the West Midlands finals. Increased % of children were on track to complete a marathon over the course of the year compared to 2018/19. 	<ul style="list-style-type: none"> Provide high quality opportunities to participate in physical activity and competitive events whilst following the safeguarding requirements imposed by Covid-19. Increase parental / child understanding and engagement in adopting healthy lifestyles. Provide high quality equipment to allow for continued engagement in PE / physical activity including replacing the PE shed.

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.	68%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	68%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
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

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: £19 800	Date Updated:13.7.20	
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:
				74%
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:
Marathon Kids	Marathon Kids registration & starter kit	£300	Children across the school have engaged with Marathon Kids with many achieving distances further than they expected.	Complete the installation of an all-weather track
TV Screen to play dance and athletic routines for children to follow at play /lunch time.	Yearly subscription	£5000	More KS1 children engaged in daily exercise.	Gym coaching for staff
Provide Basketball as an activity for Y5/6 children at play / lunch / after school.	Coaching for staff sessions 6 x basketball hoops and balls	£750 £600	65% of Y5 and Y6 children play basketball at least 3x per week during breaks. 80% at least 1x per week.	Replace PE Shed
				Replace broken equipment
				Explore further training and awards available for staff and

Develop higher ability football coaching to promote engagement with outside clubs and opportunities for higher level competition.	Paul Eden INSET sessions for staff	£1500	Y5/6 team won local cup and participated at the area finals for the first time.	badges for children to achieve. Involve more children to allow for the chance to progress further.
Playground equipment is appropriate and accessible for all year groups allowing all children to engage in physical activity at playtimes.	Termly audit of equipment and purchase of required stock to upgrade and replace as required.	£300 per phase = £1200	100% of children reported enjoying playtimes and having things to play with (January 2020)	Audit and replace equipment when restrictions are lifted.
Increase the % of children leaving school achieving the swimming requirements.	Identify all of the children in Y4/5/6 who cannot meet the requirements and arrange additional opportunities for them to learn at the pool.	£5140	Y4 increased from 63% to 86% Y5 increased from 70% to 88% Lockdown happened before Y6 had their opportunity.	Provide extra opportunities for Y6 in 2020/21 with the target of 100% meeting requirements.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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>Monitor and evaluate impact on emotional wellbeing and positive mental health</p> <p>Personalise peer mediation/play leader roles for each school in the Stour Federation and Introduce Y6 play buddies for Y1 as well as for Reception.</p> <p>Annual audit of equipment</p> <p>Children to give match reports in Friday assemblies.</p>	<p>Thrive training for staff.</p> <p>Play leader training personalised for Y6 play leaders / prefects through training included singing, skipping and ball games and opportunities for daily and weekly feedback.</p> <p>Sept 19 audit informed purchasing of new equipment, targeted at year groups to ensure that appropriate equipment was purchased.</p> <p>Opportunities for reports in assemblies, newsletters and Sports Board were given to participating children. Trophies won were celebrated.</p>		<p>Staff have a clearer understanding of the needs of individual children.</p> <p>Fewer children were reporting feeling lonely or having friendship issues at playtimes. (Jan 20 audit)</p> <p>Fewer children were reporting having nothing to do at playtimes. All children knew which colour equipment was theirs. Number of behaviour incidents of children arguing over equipment lowered.(Jan 20 audit)</p>	<p>Engagement in sport following covid restrictions</p> <p>Training for Lunchtime Supervisors in playing a variety of playground games.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
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>Increase the % of girls participating in sport / exercise daily and weekly by providing activities which appeal to them whilst broadening everyone's understanding of sports / activities which they can participate in and enjoy.</p> <p>Staff feel more confident to teach gym lessons at the required standard and children report increased participation and enjoyment.</p> <p>Raise profile of netball club to be more attractive to a wider range of children.</p>	<p>Half-termly training provided for year groups from a gym specialist to provide high quality training at an appropriate level.</p> <p>Weekly netball club with an established inter-school league to raise competitiveness. Club open to wider year groups.</p> <p>Offer specialised dance lessons to enhance topics and whole school events e.g. learning to jive for VE Day, Tudor line dancing, Parent / Child dance sessions on Fridays after school.</p>	<p>£2750</p> <p>£1500</p> <p>£600</p>	<p>100% of children involved in 30mins + activity daily in KS2.</p> <p>85% of girls reported enjoying PE 'most of the time', up from 60%.</p> <p>8/25 children in netball club are boys, up from only 2 boys in 2018/19</p> <p>All teaching staff report feeling more confident to teach some elements of gym.</p> <p>12 families regularly dancing together on Fridays.</p>	<p>Increase dance provision for all children</p> <p>Continue the club when restrictions allow. Continue to develop SM coaching skills and explore leadership opportunities with other schools.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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> <p>Healthy lifestyles training offered to families.</p> <p>Link to the Cluster Sports with other schools to offer a range of competitive sports</p> <p>Offer specialised training and taster opportunities for staff and children in a range of sports.</p> <p>Playground equipment to offer a range of throwing, jumping and ball activities.</p> <p>Marathon Kids to celebrate continued exercise.</p>	<p>Link with local NHS team.</p> <p>Cluster sports offered: football, tchoukball, golf, swimming, curling, netball, athletics, cricket, archery, rugby, girl's football, dodgeball, quicksticks hockey.</p> <p>Gym, Dance, Netball, Golf, Archery and curling taster sessions and training delivered.</p> <p>Audit of equipment and replace as necessary for each year group.</p>		<p>Key families identified and offered places on course. 100% take up.</p> <p>100% of Y6 children able to participate in some representative sport.</p> <p>92% of children reported enjoying playtime and PE activities at least most of the time, up from 84% in 2018/19</p> <p>Staff confidence in delivering different sports in lessons increased.</p>	<p>Continue to monitor need in 2020/21. Repeat course if necessary.</p> <p>Continue with Marathon Kids.</p> <p>Offer a range of taster sports linking to local sports clubs.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
Offer more opportunities for all children, regardless of ability, to participate in competitive events where they can earn a reward for themselves and collectively and take pride in their own and others' achievements.	<p>Inter sports – cluster sports provides competition for Y3/4 and Y5/6 in a wide variety of sports across the whole year against other schools.</p> <p>Entry into FA 6-a-side football tournament with the possibility of progressing to National Finals</p> <p>Athletics competition against other schools via Kineton High School</p> <p>Membership of WSFA</p> <p>Transport to events (coaches, petrol)</p> <p>Intra sports – termly house activities organised for the whole of KS2 including a variety of sporting events which all participate in.</p> <p>Marathon Kids offered weekly for all children, from Reception to Y6.</p>	<p>£60</p> <p>£400</p>	<p>All KS2 children took part in house events and reported enjoying them.</p> <p>Children are more confident in competitive events. Some evidence of increased understanding of teamwork skills in all groups. The end of year audit was not able to take place to measure the impact empirically.</p> <p>School won trophies in football, swimming, tchoukball and golf.</p> <p>Those who participated in non-competitive (i.e. not played for a trophy) sports (fencing, curling) reported that they had enjoyed participating and wanting to play more sport. Staff reported that they were more engaged in future PE lessons.</p>	<p>Increase links with secondary schools and offer more house events to KS1.</p> <p>Offer more 'non-competitive' events to engage children.</p>

	<p>Pancake Day races involve all children and allow them to earn house points.</p> <p>End of year Sports Day is competitive in groups and earns points for houses.</p>			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Glyn Roberts
Date:	13.7.20
Governor:	
Date:	