



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

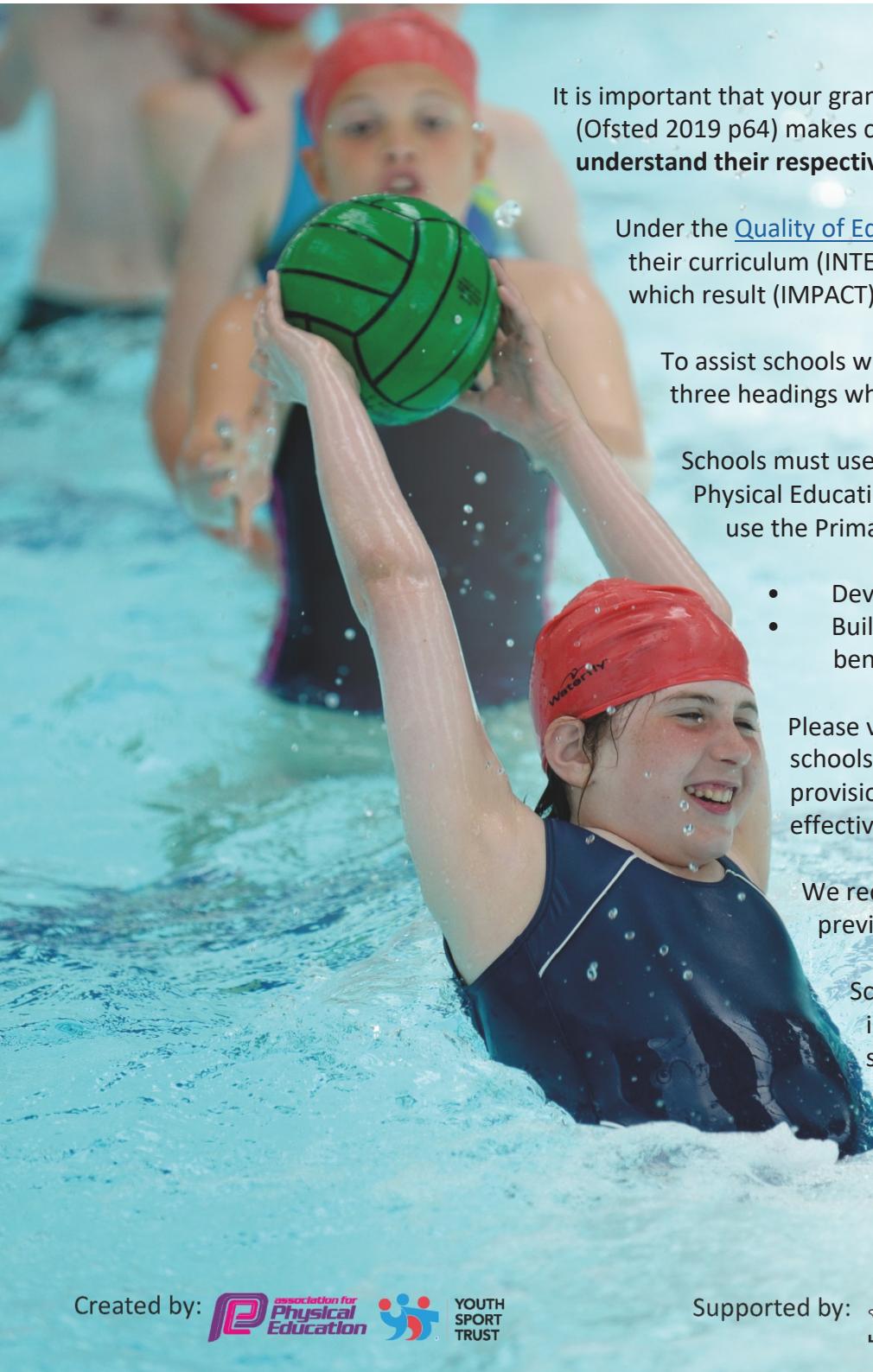


Department
for Education

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:
<p>Opportunities for inter and intra school competitions. Participation in competitive sport continued this year. Festivals attended this year – cross country, KS1 Mini Olympics, KS2 On Tour, KS2 Mini Olympics, netball league, football league. Year 3 participation in Fit Kidz sessions. Participation in mixed netball league. Mixed football training sessions and girls participating in league matches. Top of the netball league before league suspension due to Coronavirus. Sports leader sessions for classes, including speed stacks. Extra curricular clubs – football, netball, KS1 football, gymnastics, adventure/multi skills, basketball. VI Day participation. Whole school skipping workshops and celebration. Planning in place for whole school sports day celebration – cancelled due to Coronavirus. Participation in healthy eating workshops for the whole school. Fitter Futures and mindfulness activities - Daily exercise slot for whole school to improve overall cardiovascular fitness of all children. Whole school using daily travel tracker to encourage walking/scooting/cycling to school. Daily mile introduced in classes. Feeling Good week included one day specifically dedicated to active mind.</p>	<p>Planned activities for the Summer Term that were not able to take place to be rearranged for the following year. Continue to develop the use of Year 6 Sports Leaders to help support and run sports opportunities for other year groups at lunch, and promoting PE in the school. To develop termly physical fitness challenges across the school. Create opportunities for new, adventurous sports and use these within PE planning as well as extra-curricular clubs. First Aid Training for Year 6 pupils to meet with new PSHE requirements.</p>

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.	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	59%
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?	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: £17800 Total Spent: £18036 Total underspend: £7700	Date Updated: April 2020		
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:
				61%
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:
To improve overall cardio-vascular fitness of all pupils.	Purchase programme (Fitter Futures) to support daily cardio-vascular fitness for all pupils.	£499	All chn took part in daily cardio-vascular routines. Chn made better progress socially and behaviourally.	Opportunity for chn to use Fitter Futures at home.
To improve varity of extra-curricular clubs on offer in KS1 and KS2.	To change clubs on offer both at lunchtime/after school throughout the year to target groups of chn e.g. PP, Less Active, SEND etc.	Free	Vulnerable groups are monitored and specific pupils invited to attend clubs/activities.	Pupil voice used for the development of clubs and activities.
To increase activity levels at break/lunch times so more chn are engaged in structured physical activities.	Playtime equipment replaced for both KS1 and KS2.	£7000 - some equipment unable to be purchased due to COVID-19. Orders in place during autumn	Chn and MSAs engaged in individual, paired or group activities using equipment purchased. Self-esteem and confidence of targed chn increased.	

To increase number of chn who have a good level of development in Physical Development within EYFS	Replace/purchase suitable equipment for chn to practice relevant skills.	term	Improvement in gross motor skills. Chn enjoyed their playtimes and negative behaviours reduced leading to chn returning to class with a positive mindset. Chn made progress both academically and socially.	
	Undertake whole school skipping workshop.	£285	Chn engaged with each other socially, learning new skills and improving fitness levels.	
	Transport for swimming lessons.	£1235		
		£2000	Increased proportion of whole class who achieved a good level of physical development.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
To develop cross -curricular links through PSHE and Science. Understand the importance of healthy eating and taking care of yourself	Whole school participation in Healthy Eating Workshops.	Free	Chn are aware of the importance of maintaining a healthy and varied diet. They have been introduced to different ways of achieving their '5 a day'.	
Encourage pupils to take on leadership roles that support sport and physical activity within the school.	8 x Y6 pupils to receive Sports Ambassador training. Sports Leaders to run lunch time club for KS1.	Free	Chn developed leadership skills and were able to articulate the benefits of regular exercise. KS1 chn engaged in regular activity sessions led by the Sports Leaders.	Develop Sports Leader role further to include organising intra school competition and updating Sports board to promote current sports activities and achievements. Ensure programme continues next year. Y6 Leaders meet on a regular basis to discuss provision and ideas for lunch time clubs delivered to KS1.
All pupils, parents, staff and governors to be aware of opportunities and successes.	Regular celebration of sporting success via website twitter/blogs and section in Head Teacher's newsletters and Head Teacher's report to governors.	Free	Whole school community aware of team and individual achievements. Chn are proud to share in their success.	Sports Leaders to assist with blogging, photos, reporting.

To engage chn in 20 minutes extra walking per day and ease congestion in car park by using Fairlands Valley Car Park.	Park and stride initiative to engage parents and chn. Travel Tracker programme used daily with the pupils.	£303	Chn came into school each morning ready to learn and more focused. Chn excited to receive Travel Tracker badges each month.	
---	--	------	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
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:
To continue to offer CPD through membership of SSFT.	Herts Primary PE Conference. Subject Leader Training days.	£250	PE Lead fed back to staff re. new developments/resources etc. Training cancelled due to Coronavirus.	PE Lead to support any new staff, or those lacking in confidence in a particular area, with planning and locating resources for lessons. Dance training for staff. Ensure all dance skills are being covered across each key stage by providing particular units of work for each class.
To increase staff knowledge and confidence in the delivery of Dance.	Arrange for staff to participate in SSFT INSET including skills/assessment etc. Purchase schemes of work to support the delivery of Dance.	£500 – unable to take place due to COVID-19. To be rearranged for spring term.	Resources used regularly in Dance lessons which ensured the delivery of high quality physical activity. High quality Dance lessons delivered by confident class teachers. Progress of pupils improved.	Review impact of new scheme of work.

PE subject Lead to highlight new resources/equipment for use in curriculum time.	New resources to be purchased to replace any items that have become damaged due to wear and tear. Other equipment to be purchased in order to meet the demands of the curriculum and to ensure lessons are well resourced. Football nets replaced.	£1500 £200	Resources used improved the quality of teaching and learning	
--	--	-------------------	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 3%
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 experience a wide range of sports both within curriculum and extra-curricular time.	Basketball coach to provide an extra club for chn to attend for free.	£600	Different chn attended clubs on offer including PP and SEND.	Monitor and review sports on offer-continue to increase/change the range of sports available during curriculum and extra-curricular time.
Chn can transfer their skills between sports.	All KS1/2 chn to attend Change for Life Mini Olympics to experience a taster of new sports. Speed stacking cups class set used in class/breaktimes/festival training Introduce Tri-Golf into PE	Free – KS2 sessions unable to take place due to COVID-19 Free	Increased participation during breaktimes-encouraged working collaboratively. Chn signposted to local clubs. Chn performed skills with	Intra-school competition-between houses. Sports Leaders to help organise. Introduce Dodgeball into

	curriculum lessons.		accuracy and confidence. Increased confidence in chn when trying new activities. Communication, creativity, teamwork, social and personal skills all evident. Chn continued to access facilities after event. Disengaged chn became excited about trying a new sport.	curriculum time.
--	---------------------	--	---	------------------

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 20%
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:
Develop opportunities to engage in competitive sport at a range of levels.	Employ coaches for Netball and Football training sessions. Raise awareness of netball world cup.	£800	A higher proportion of chn represented the school at festivals.	Develop intra-school sporting opportunities e.g. house competitions/matches. Continue with mixed netball league.
Improved technical skills and fitness levels when taking part in inter-school festivals.	Lunch time and after school clubs offering a wide range of sports.	Free	Chn inspired to achieve the best they can be.	New festivals entered e.g. Sportshall Athletics, Speed-stacking.
Increased ability to work collaboratively and to show commitment to a team.	Consistent participation in the SSFT festivals through SSFT membership. Transport to festivals. School Sports Day includes all pupils.	£2655 £209	All pupils engage in some form of competitive opportunities over the year.	Chn signposted to specific local clubs.

Signed off by	
Head Teacher:	Carmela Puccio
Date:	July 2020
Subject Leader:	Charlotte Mather
Date:	July 2020

Governor:	Finance and Personnel Committee
Date:	July 2020