



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"> • Introduction of more active classrooms. • Lunchtime sport to support behaviour management and increase physical activity during the day. • Staff CPD offered for a half term to each member of staff. 	<ul style="list-style-type: none"> - Offer intervention opportunity to children who lack in fitness. - Continue to offer a wide range of before/after school activities – increase percentage of participation. - Find new ways to innovate Daily mile. - Continue with lunchtime provision to support number of children participating in activity at this time. - Giving children ownership for other children with participating activity. - Purchase new resources and equipment needed for curriculum and sports clubs to make sure high level delivery/lessons. - Look at planning and assessment of PE. - Look at the progressions of skills within PE – create a progression of skills document. - To continue finding ways to increase the opportunities for physical activity in the classroom using a range of strategies. - Continue to provide CPD for staff using an outside provider - New PE coordinator – offer CPD opportunities.

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.	53%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Awaiting data from school swimming. Will update when received.

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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>	<p>Catch up lessons were booked for Summer 2 – 2020. Could not be completed due to COVID-19 pandemic.</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.

Academic Year: 2019/20		Total fund allocated: £		Date Updated:	
<p>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</p>					<p>Percentage of total allocation:</p> <p>29%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>To increase the fitness of pupils in school using Next Level Challenge cards. Targeted group for those less active.</p>	<p>Staff briefing – how to complete challenge cards, where to record data, use data to create half termly FUN FIT intervention group lead by Next Level.</p>		<p>£288.00</p>	<p>Next Level Challenge Card Excel for data. Letter of FUN FIT to chosen pupils. Children with low fitness are provided with an intervention to support this. Feedback from pupils – more confidence in PE lessons. Really enjoyed sessions.</p>	
<p>To improve engagement in activities during lunchtime.</p>	<p>Book Premier for lunch times.</p>		<p>Autumn 1 - £1,050.00 Autumn 2 - £1,190.00 Spring 1 - £720.00 Spring 2 - £1,140.00</p>	<p>More children active during lunchtimes. Provide them with a range of sports to participate in.</p>	
				<p>Continue to use Next Level Challenge cards as a tool to assess fitness each half term. Continue with FUNTFIT group. Next year training provided for midday supervisors to support with activity during lunchtime. Continue to provide opportunities in sport at lunch.</p>	

Golden Mile – to give daily mile a competitive value to increase effort and enthusiasm.	Premier to complete launch assembly, staff briefing and launch in Spring 1.	£628.05	Teachers to record data. Each Year group collected data every 2 weeks. All children participate Mon, Wed and Fri to increase fitness and personal challenge in school.	Aim to create own school document to record children's daily mile distance. Continue with use of 2-weekly rotation/clip boards/wrist bands.
To increase participation within taught PE lessons (pupils not involved due to lack of kit).	Order spare PE kit for each class.	£115.74	All pupils involved in PE lessons.	Continue (where possible) to make spare PE kit available.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
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:
Sports Leaders (Playmakers qualifications) – lunch time sport.	Each half term 8 children are trained as Sports Leaders through an ASC with Premier (Playmakers). Start Spring 1 .	£206.50	Once children complete training, a timetable will be put in place for children to run daily sports activities at lunch alongside outside provider sport. Encouraging participation.	Continue to offer Playmakers as an after school club. Allow children to nominate themselves for the role rather than teacher choice to enable more commitment to role.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
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:
All staff have access to the PE passport app – which gives structured planning to follow or adapt depending of staff’s confidence. It also provides videos and demonstrations to share with the children. Also using App as a tool to monitor ASC – adding registers on and recording attendance/no kit.	Order app Sept and input data of school. Add ASC registers half-termly.	£550 app – yearly.	Learning Walks and Staff questionnaires. Percentages of participation attending the after school clubs. Lots of children forgetting their kit – provided each class with PE kit to stop lack of participation.	Aim to create own resource/excel to record attendance to BSC/ASC. Planning changing 20/21 to suit those of mastery approach in school. This will enable consistent approach to planning and delivery of lessons. Also support teacher confidence in understanding progression during a lesson.
Support with the CPD of teachers to improve their confidence in the teaching of PE.	AC to attend Notts Primary PE, Sport and Physical Activity Conference and feedback to staff during Staff briefing.	£50.	AC attended and fed back to staff through a staff meeting – more active classroom resources and strategies.	
All pupils have access to 1 hour of PE per week with an additional hour provided for 1 half term by Next Level Sports (CPD Staff).	AC coordinates the timetable and coverage at the start of each year. PE curriculum provides a diverse range of topics including invasion games such as dodgeball and handball. Along with gymnastic apparatus and athletics.	Staff CPD £70 per session = (39 weeks - £2730)	Children are being exposed to a range of sports that are both competitive and non-competitive to engage more children. Children are slowly being signposted to outside/ after school clubs.	Continue to provide CPD for staff through outside provider - Teacher Questionnaires. Teacher questionnaires – need for Dance and Gymnastics support. Organised for

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
Increase number of competitions attended by pupils.	Register for Gedling Schools Football league. Transport to Athletics competition.	£45 £70	Some children have had the opportunity to attend/take part within a competition. Children showed enjoyment and enthusiasm throughout but needed more time to practice/train.	Next year work towards the Bronze School Games Mark. Attend more competitions – add to school diary. Collaborate with outside provider to help prepare children better for competition.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Alice Chilton
Date:	02/07/20
Governor:	
Date:	