

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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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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Extra-curricular opportunities (lunch and after school). - Mini youth achievements including sports hall athletics 2nd place as well as achieving night of championship. - Pupils in clubs were increasing particularly year 3/4. - Girls club remained popular. - School is equipped for lessons due to stock ordered from previous year. - Applied for a competition and won a free kit (helping us to use the money to develop other provisions). This will be used for our competitions next year. - Swimming assessment plan in place as well as monitoring system for sustainability. - Swimming lessons for Year 4 helped improve children's water safety. - Play leaders helping at lunchtime as well as carrying out challenges. - SSCO crew trained- used to support lunchtime personal best challenges. - Mile a day intra competition. - All classes receive 2 hours of PE a week. - Engagement in intra competitions. - Pupils experience a range of sports. - Pupils increasing in taking on different roles in lessons. 	<ul style="list-style-type: none"> - To embed a clear pupil voice through sports captains. - To further improve the provision for GT and inactive children. - To continue to develop the feedback process with SLT. - To continue to develop secure links with external partnerships. - To offer more extra-curricular opportunities to year 3 and 4. - To find a new swimming coach that offers more specific water safety training. - To develop SSCO roles next year. - Top up swimming lessons for Year 6 children to meet the NC swimming standards. - New equipment to be ordered to develop the new sports being introduced into the curriculum. - Training for Active Health ambassadors to take place next year to encourage leaders to educate on healthy lifestyles. - To continue to encourage active learning. - To continue to promote healthy living through a healthy living week. - To monitor PE teaching to ensure it is consistent across the school. - Monitoring of data to continue to be improved.

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>	64 children

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52 children
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	44%
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 - used to provide year 3 with swimming lessons as well. Also year 4 were provided with two terms rather than 1 term of swimming lessons.

March 2020 - National Lockdown and schools closed.

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, 500		Date Updated: 19.7.2020	
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: 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:
1) To continue to commit to providing all pupils 30 minutes of physical activity a day.	<ul style="list-style-type: none"> - Implement active playtime activities with play leaders/SSCO. - Girls only club set up. - To monitor that children are receiving 2 hours of PE through the curriculum. 	£600	<ul style="list-style-type: none"> - Children encouraged to take part in mile a day and lunchtime activities. - Children feel confident in the water. - Non active children identified and encouraged to attend events and clubs. - More children engaging in lunch time activity as well as the mile a day. - Overall engagement has increased due to opportunity to participate. - Equipment purchased has helped engage pupils to stay active. - Children received 2 hours 		<ul style="list-style-type: none"> - Continue to run and monitor mile a day. - Purchase new equipment to provide opportunity for new activities in the curriculum. - Purchase HSSP to enable training of play leaders and SSCO. - Consider purchasing pedometers to aid mile a day. - Ensure they have a timetabled slot for inactive children to ensure the intervention occurs at least once a week. - Monitoring system in
2) Increase opportunities for inactive and less active pupils to become more physically active.	<ul style="list-style-type: none"> - Run the Mile a day - Purchase new playground equipment to support play leaders. - To improve signposting of community links by updating the PE board regularly with local clubs. 				
3) Additional swimming lessons to ensure all non-swimmers meet the NC expectation	<ul style="list-style-type: none"> - To provide extracurricular clubs at lunch and after school. - Sports leaders to create groups of children who are 	£400			

	<p>then provided curricular time or club places to promote activity.</p> <ul style="list-style-type: none"> - Arrange additional swimming lessons for Year 4 (2 terms rather than 1). - Take year 3 swimming. 	£900	<p>of PE a week.</p> <ul style="list-style-type: none"> - Teachers are using brain gyms where appropriate. - Advertisement of sport clubs has seen to encourage some girls to join the clubs e.g. Rainham eagles girls football team. - Children have not missed out on PE lessons and if needed lessons are prioritised to swap e.g. if clashes with MYG. 	<p>place so that when they get to year 6, the children who have not met the requirement will be provided with top up sessions.</p> <ul style="list-style-type: none"> - Continue to increase girls participation
	<ul style="list-style-type: none"> - Supply teachers with resources to teach P.E to ensure children do not miss out on their PE lessons. 	£600		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	33%

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:	<p>Funding allocated:</p> <p>Payment to HSSP to enable sporting events for achievement – (£1,200)</p>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ol style="list-style-type: none"> 1) To continue to raise the profile of school sport and physical activity. 2) To ensure children's sporting achievements are recognised and celebrated to raise aspirations and motivation 3) Organise school events to engage all children. 4) Improve the impact of lessons with the quality of resources. 	<ul style="list-style-type: none"> - Employment of subject specialist to teach across whole school and provide outstanding quality of PE provision across the school to include enhanced curriculum, additional afterschool sports clubs and to develop CPD staff training which includes Team Teaching. - Weekly slot in celebration assembly to celebrate school sport/ provide a PE award for each term. - Signposting children towards local clubs through the PE board. - To create a SSOC crew and train playleaders to encourage this. - To promote children taking different roles in class – officiate, leader, manage. - To provide opportunity to attend intra-competitions through Mini youth. - PE board to be regularly updated so that information is current. - Celebrate achievements through the board. - Advertise a range of sport and physical activity to promote sport. - Twitter account to be used to celebrate achievements. - Recognise effort, teamwork, determination, honesty and 	<p>£5,350</p>	<ul style="list-style-type: none"> - Increase in participation of children in clubs. - Access to a range of sports encouraging a healthy lifestyle. - Increase participation of children in competitions. - Sports crew and play leaders have delivered activities to children at lunchtimes. - Notice board updated to celebrate successes as well as certificates handed out weekly in assembly. Helps promote sport with children seen to be driving to achieve the award. - Children have improved skills and confidence through competitions. - Children are proud of their achievements from home and those celebrated in assemblies. - Develop more competitions and matches with schools in local areas. - Children have the ability to work in teams through experience in lessons, clubs and competitions. Sport values are promoted throughout 	<ul style="list-style-type: none"> - Continue to sign up to partnership. - Train play leaders and SSOC. - Continue to advertise and encourage community events as well as celebrate school events through twitter. - Train active health ambassadors to promote healthy living. - To set up more intra competitions. - Daily mile to continue. - PE aspirations and profile to be raised through reading by purchasing sporting books for library
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	<p>self- belief (school games values) of children during PE lessons and club to encourage increased participation.</p>		<p>these.</p> <ul style="list-style-type: none">- Pupils can transfer skills and knowledge developed in sporting activities to other areas of the curriculum.- We have won the fair play award in basketball and tag rugby showing the promotion of values in sport is working.	
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<p>5) To join the Howard school partnership to continue to support the provision of sport.</p> <p>6) To train children to develop leadership role in sport as well as being able to work as a team.</p>	<ul style="list-style-type: none"> - Through this, it helps support us to promote a sustainable link to intra competitions as well as training for Play leaders and SSOC. - Encourage different roles and team events. 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				49%
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:
1) School sports coach to support the professional development of teachers in school sport and PE. 2) Monitor equipment for outstanding delivery of PE lessons. 3) Ensure teachers have opportunity to CPD.	<ul style="list-style-type: none"> - Sports coach to team teach with less confident teachers to develop their confidence. - Develop a bank of resources for staff to access. - Sport leaders to offer 24 hour support to staff with things like planning or setting up lessons. - Lesson observations and support given if needed. - Provide swimming assessment form to support teachers with this. - Assess if the equipment is adequate to ensure equipment is appropriate for staff to teach with. - Organise the cupboard termly to support teacher's confidence in delivery. - Speak to teachers in staff meetings to check if there are any concerns in relation 	(£9,600 – allow for water safety) Included in Howard school partnership (£1, 200)	<ul style="list-style-type: none"> - Staff continue to develop in confidence and learn aside the sports coach. - Sports lead researches into different things such as active 30 to ensure their knowledge is up to date to lead the subject. - Monitor system in place to aid teachers to provide different roles to children. - Staff meeting used to support teachers with things needed to be implemented. - CPD folder updated with new resources etc for teachers to use. Teachers provided opportunity to learn through the HSSP CPD sessions. This will be used to lessons, helping improve the quality of the lesson being taught. 	<ul style="list-style-type: none"> - Continue to attend courses when necessary. - To make the monitoring system for child friendly so children can complete. - To introduce sports captains to monitor PE lessons through pupil voice. - To implement a staff questionnaire to assess their confidence rather than through discussions. - PE lead to complete different CPD. - To carry out every other term PE staff meetings. - Sign up to HSSP to ensure teachers have opportunity to attend CPD events.

	to PE.			
	<ul style="list-style-type: none"> - Sign up to HSSP as they offer CPD training. - Regular communication in relation to CPD opportunities. - The PE Co-Ordinator will monitor and support teachers with planning as necessary. 			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4%
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> <ol style="list-style-type: none"> 1) Run sports day 2) Offer a wider range of activities both in and outside of curriculum in order to maximise activity levels. 3) Target children in the engagement of new sports and activities. 4) Children to attend local competitive sporting events. 5) Monitor equipment 6) Continue to provide swimming opportunities. 	<ul style="list-style-type: none"> - Ensure a range of activities are incorporated to encourage opportunity to a range of activities, buying new equipment where necessary. - Continue to provide after school and lunch time clubs. - To keep the website/PE noticeboard up-to-date range of clubs currently on offer. - Play leaders to deliver a range of new activities during lunch times. - Local football club to deliver a girls lunch time club. - Monitor clubs and change them termly to ensure a range of activities are offered. - To ensure all existing swimmers increase their confidence in water. To utilise the coach based at the swimming pool to work alongside teachers. 	<ul style="list-style-type: none"> - Sports coach allocation - Free - Free 	<ul style="list-style-type: none"> - Children have been given more opportunities to participate in sports during the day (lunch, afterschool and in the curriculum). This has seen to help their skills grow. - New activities to be fully implemented next academic year. - Children have been able to develop skills ready for lessons and competitions through the clubs offered. - Children able to experience a range of sports and activities through the MYG/ festivals held through the HSSP. - The additional swimming lessons helped see more children able to swim more confidently. 	<ul style="list-style-type: none"> - Review the curriculum. - Opportunities to clubs to continue next year. - To buy equipment if needed to offer the new opportunities. - To ensure there is a timetabled slot for GT to provide extra provision and opportunity for them. - A new swimming coach has been found for next year to increase the number of children being able to perform self-rescue. - Swimming to remain on the timetable.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0% (incl in HSSP)
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:
<ol style="list-style-type: none"> 1) To ensure children have access to high quality, competitive sports throughout the year. 2) Increase in the number of competitions children attend. 3) To engage more KS2 girls and non- active boys in inter/intra competitions. 4) Further widen opportunities for pupils to take part in competitive sporting events 	<ul style="list-style-type: none"> - Year 3+4 and 5+6 sports hall athletics. - PE team to ensure there are inter-school competitions by signing up to MYG. - Continue to build links with local schools to allow for friendly competition. - Sign up to HSP to support competitions. - Set up links with schools for friendlies. - Analysis of club attendance to help modify the clubs offered. 	HSSP (£1,200)	<ul style="list-style-type: none"> - Children were able to experience competitive sports, fair play and team building. Some results include- Basketball 7th, table tennis 7th, badminton 10th, sports hall athletics 2nd, NOC basketball 3rd. - We have seen an increase in children attending trials to attend these events. - Children have been more confident in attending clubs and preparation for these events. - We have noticed they have developed in sporting values such as perseverance. - Girls were identified as not attending clubs so the girls only club was started to increase numbers. - Non active boys were encouraged to attend clubs and MYG trials etc so they would experience the 	<ul style="list-style-type: none"> - Continue to participative in these competitions. - Consider entering more events. - Sports lead to monitor club participation focusing on gender and inactive children to help them be clear on who need to be targeted. - The inactive and GT group to be set up to tackle those two next steps. - To implement regular (termly), intra-house sports competitions for pupils across different sports.

			practice. Due to Covid, Intra sports day was offered to those year 6 children in school.	
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Signed off by	
Head Teacher:	<i>A Pattenden</i>
Date:	2.9.2020
Subject Leader:	<i>G Armstrong and M McGurk</i>
Date:	2.9.2020
Governor:	Waiting for next Governor meeting
Date:	