

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 2020:	Areas for further improvement and baseline evidence of need:
<p>January - March focused swimming lessons raised swimming requirement achievement. 100% Y6 leavers able to swim 25m.</p> <p>Increased % of children were on track to complete a marathon over the course of the year compared to 2018/19.</p> <p>High % of school took part in virtual sports day (Covid -19) showing their enthusiasm and commitment. (85%)</p> <p>Excellent communication with South Warwickshire School Games Officer (Andy Sandford) during lockdown to promote physical challenges whilst children were home learning. All activities shared on Twitter and Seesaw throughout temporary school closures.</p>	<p>Provide high quality opportunities to participate in physical activity and competitive events whilst following the safeguarding requirements imposed by Covid-19.</p> <p>Increase parental / child understanding and engagement in adopting healthy lifestyles.</p> <p>Provide high quality equipment to allow for continued engagement in PE / physical activity.</p> <p>Ensure Early Years outdoor area is suitably and sufficiently resourced.</p> <p>Training for staff in gymnastics and dance.</p>

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>	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%

<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>Yes</p>
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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: £12 870		Date Updated: 16.07.2020	
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					
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?:
Marathon Kids & TV Screen to play dance and athletic routines for children to follow at play /lunch time.		Play leaders to encourage participation, overseen by staff on duty. Teachers to help lead Marathon Kids sessions.		£2095 x2 = £4190 £60 service charge	Children across the school have engaged with Marathon Kids with many achieving distances further than they expected in the first 6 months of the year. More children engaged in daily exercise.
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.		£445.08	Children have been taking part in physical activity safely and the equipment and environment has been carefully monitored and managed to ensure safety requirements are met.
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 swimming lessons accordingly.		No additional cost – swimming budget separate	
Forest School – _development of gross and fine motor skills, outdoor physical activity and life skills.		Each class to have one term of Forest School lessons.		None	Children have been actively engaged in physical activity throughout the 2 hour sessions, whilst also improving their motor skills and creativity.

Development of key gross motor skills.	New Early Years outdoor equipment for the garden of the new build.	£6000	Teachers will select age appropriate equipment and design following completion of the new build.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
Monitor and evaluate impact on emotional wellbeing and positive mental health 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. Annual audit of equipment Children to give match reports in Friday assemblies. Engraving of trophies Develop whole community awareness of sporting activities and achievements – children will be encouraged to try new sports/physical activity clubs both in and	Play leader training personalised for Y6 play leaders / prefects through training included singing, skipping and ball games and opportunities for daily and weekly feedback. Audit informed purchasing of new equipment, targeted at year groups to ensure that appropriate equipment was purchased. Opportunities for reports in assemblies, newsletters and Sports Board were given to participating children. Trophies won were celebrated. Twitter, Seesaw, newsletters, match reports in parent assemblies, local village magazine, flyers handed out for local clubs	In school staff used £445.08 £31.96 None	Staff have a clearer understanding of the needs of individual children. Fewer children were reporting having nothing to do at playtimes. Children have taken part in outdoor physical activity using apparatus/equipment: developing teamwork skills, co-ordination, gross and fine motorskills, ball skills, racket/batting skills, hockey skills, gymnastics and dance. Active participation evident during Covid-19 lockdown via Seesaw and School Games posts on Twitter. High level of participation in Virtual School Games. Positive engagement and feedback from families and lots of interaction on Twitter.	Engagement in sport following Covid restrictions Training for Lunchtime Supervisors in playing a variety of playground games.

out of school.				
Kits	New summer kits to demonstrate pride as well as comfort.	£239.50	School Council chose new kit designs and voted on their favourite – positive experience giving children responsibility.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Increase the % of children 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.	Organisation of activities at playtimes and lunchtimes – _timetable of daily events prepared with Y5/6 pupils	None	Children are actively engaged at playtimes and lunchtimes. There is always an activity to participate in.	Gym and dance training
Extra-curricular sports clubs to raise the profile of sports.	Mr Cox – multiskills club, Tennis club (outside coach), netball club.	None – lead by school staff	Clubs full.	
Kits for staff	To enable teaching of PE comfortably and appropriately – staff need to come in to school in kit post Covid-19	£700	Staff will be appropriately dressed and able to teach outdoor sports in all weathers.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

Link to the Cluster Sports with other schools to offer a range of competitive sports.		£800	High % of KS2 have participated in additional sports throughout the year	Focus on Quick Cricket – contact All Stars cricket (didn't happen 2019-20 due to Covid-19).
Increased cross country participation		£12 subscription	Extracurricular activities register shows high numbers taking part in extracurricular sporting/active clubs.	
Swimming gala participation		£60 coach		
Offer specialised training and taster opportunities for staff and children in a range of sports.	Sports offered for taster sessions & cluster competitions: Y3/4 Golf Y5/6 Football Y3/4 Football Y5/6 Fencing & curling Other events cancelled due to Covid-19	Cluster sports (£800)	Positive feedback from children and parents regarding taster sessions in golf and fencing/curling.	
Playground equipment to offer a range of throwing, jumping and ball activities.		As above (£445.08)		
Marathon Kids to celebrate continued exercise.		None		

Key indicator 5: Increased participation in competitive sport				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:
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. Athletics competition against other schools via Kineton High School</p> <p>Intra sports – termly house activities organised for the whole of KS2 including a variety of sporting events which all participate in. Marathon Kids offered weekly for all children from Reception to Y6.</p> <p>Pancake Day races involve all children and allow them to earn house points. End of year Sports Day is competitive in groups and earns points for houses – virtual this year due to Covid-19.</p>		<p>All KS2 children took part in house events and reported enjoying them. Children are more confident in competitive events. 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>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>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Hannah Young
Date:	16.07.2020

Governor:	
Date:	