

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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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>Pupils have a greater focus on achieving their personal best in PE lessons.</p> <p>Staff are now teaching PE in line with the school's vision for PE.</p> <p>Trial 'Tuff Mudder' style lessons to help build resilience, resolve and independence amongst KS2 pupils</p>	<p>KS2 members of staff to receive CDP in the teaching of gymnastics.</p> <p>Introduce 'Five Minute Plan' across school to ensure all children receive daily exercise and develop wellbeing.</p> <p>Develop expertise in teaching of fundamental movement skills in Early Years and KS1 to improve physical literacy of pupils from this age-range.</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]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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/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: £	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>				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:
Lunchtime active activities delivered by SportsCool (Absolute Futbol) every day to increase focused physical activity and improve behaviour outside.	Set up timetable for classes to undertake active sports sessions in the cage at lunchtimes each week.	£ 5700	Children have accessed this provision each week. Behaviour at lunchtimes has improved. Lower numbers of playtime behaviour incidents are taking place.	Subject leader to liaise with coaches to target a range of physical activities based on the children's needs. Continue the running of the lunchtime sessions.
After school club activities to assist with Salesbury Sunflowers provision, run by SportsCool (Absolute Futbol)	Children at Sunflowers experience a range of sports, led by qualified coach.		Participation in skipping activities. Pupils have access to daily exercise.	Set up other physical activities for children to access during break-times.
Lunchtime club for KS2 to fill gaps in fundamental PE skills.	KS1 multi skills coach to deliver sessions.			
KS1 staff trained in the teaching of fundamental movement skills by watching a coach deliver high quality PE lessons. Staff should begin to plan alongside the coach so that they can receive feedback from the coach to improve future teaching.	KS1 multi skills coach to deliver sessions.	£2580	Pupils' fundamental PE skills have improved, enabling them to progress in other aspects of PE/sport. More pupils are in line with year group expectations for PE.	Continue to deliver sessions to target pupils in the next academic year. Increased focus on individual pupil assessment and progression of skills across KS1

			KS1 Staff have received training in the teaching and assessment of fundamental movement skills. Fundamental movement skills amongst Foundation Stage and Key Stage 1 pupils.	Continue to develop a team teaching approach with skills coach and Foundation/Key Stage 1 staff to improve fundamental movement skills teaching.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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?:
Extra Curricular Sports for pupils to increase ability, confidence and independence.	After School clubs to be set up each half term.	See £2580 in Key Indicator 1	A broader range of pupils joined after-school clubs.	Look into extra-curricular provision in light of possible Covid restrictions.
Access more of the inter-school opportunities for pupils across school, particularly KS1 and SEND.	Enter the relevant competitions run by the School Sports Partnership, ensuring a wide number of pupils from across school take part in competitive and participation events. Develop the confidence of other school staff to run after school competitive sports clubs and teams and to take pupils to competitions. SEND pupils to access inclusive competitions.	£1100- access to HRVSSP Service Level Agreement Cost	Opportunities for pupils in KS1 to attend sports events has increased. Children have attended inter-school activities, during and after school. More pupils are able to access opportunities as a result of more members of staff being involved. Pupils with SEND are more confident to participate in class PE lessons. Staff working closely with SEND pupils have gained more ideas for gross motor	Continue to encourage more members of staff to be involved with taking pupils to competitions/ activities. Send staff on relevant CPD if required. Liaise with SEND co-ordinator/ SSAs to discuss needs of pupils. SEND pupils to continue accessing inclusive events.

<p>Boot Camp for targeted KS2 pupils to improve focus in lessons.</p>	<p>Boot Camp to be set up and delivered by employed coach.</p>	<p>See £2580 in Key Indicator 1</p>	<p>activities within school. Pupils are more focused and motivated in lessons. Attitude to participating in regular exercise has improved. Different pupils are targeted every term.</p>	<p>Liaise with members of staff to select children to target for next academic year.</p>
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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:
Employ coaches to teach fundamental movement skills in KS1 and Gymnastics and Dance in KS2.	Maintain contract with coaches Liaise with coaches to maximise CPD of teaching staff. Set up situations where staff deliver some of the lessons under the guidance of the coach.	£3340	Staff expertise in PE is increasing. Staff are taking a more active role in teaching lessons with the coach and are building expertise to use again in the future.	Continue the employment of coaches to increase staff confidence and to promote high quality teaching and learning next year and for years beyond.
Develop staff expertise finding gaps in knowledge and experience.	Carry out a staff subject knowledge audit for PE.	£0		Use audit to advise placement of coaches for the next school year.
Look into subscription to PE journals to keep staff abreast of updates in PE pedagogy.		£150		
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:

<p>Additional achievements: Continue Up and Active club to encourage physical activity and healthy lifestyles for selected pupils.</p> <p>Use a professional dance company to work with Year 3 and 4 to work on creating a dance and develop own improvised performances (staff to observe and receive training also)</p>	<p>Choose pupils to take part based on issues such as behaviour, focus in lessons, attainment. Member of staff to be trained to deliver.</p> <p>Buy motivational t shirts for the Up and Active club.</p> <p>Commission Springs Dance Company. Staff to liaise with dance practitioners.</p>	<p>£50</p> <p>£850.94 - Not Used</p>	<p>Club up and running successful after last year's launch - a member of staff from school continues to run the club.</p> <p>Pupils showing increased enthusiasm towards sport and physical exercise. Attendance at the club is constant and enthusiasm is high.</p> <p>Did not happen because of lockdown</p>	<p>Club will be able to continue for other pupils in future years.</p>
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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:
Pupils across school to participate in inter-school competitions. Increase the number of Level 1 competitions Provide opportunities for gifted pupils to enter inter school/regional competitions. Re-introduce the daily mile	Develop the confidence of other school staff to run after school competitive sports clubs and teams and to take pupils to competitions. Staff chose/allocated competitions to prepare, in line with The Partnership calendar. See above Pupils carry out the mile during breaktimes.	£60 (coach travel)	More staff members have been involved with taking pupils to competitions. Staff feel more aware of processes involved in inter-school opportunities and are more confident take pupils to similar events in the future. More pupils are able to access opportunities as a result of more members of staff being involved. Health and fitness of pupils increases	Continue to encourage more members of staff to be involved with taking pupils to competitions/ activities. Send staff on relevant CPD if required. Introduce a competitive element between classes.

Signed off by	
Head Teacher:	<i>C. Berryman</i>
Date:	17/8/20
Subject Leader:	<i>S. Bird</i>
Date:	16/8/20

Governor:	
Date:	