



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:
<ul style="list-style-type: none"> Increasing pupil participation in a range of high quality sports activities provided by experts in different sports (e.g. hockey, cricket). Upskilling teachers and PE co-ordinators. Subsidising the cost of activities so that disadvantaged pupils can experience outdoor sporting activities/ events After school clubs and sporting activities Sports resources to develop different sport Promotion of healthier, more active lunchtimes with a wider range of activities available at lunchtime Achievement of Silver Sports mark High quality PE taught in school 	<ul style="list-style-type: none"> This needs to be embedded and built upon next year. Continue to exploit links with local clubs and try to offer sessions to a wider range of year groups. Continue to develop this by investing in SucceedIn PE to support all teachers with teaching PE confidently. Residential visits provide valuable opportunities for outdoor sporting activities and different sports. Continue to provide these. Continue to offer broad range of clubs. Complete audit of clubs that children would like to take place and try to provide these. Outside clubs such as tennis have been well received with good uptake. Most sports have good level of resources. Audit will need to be completed to ensure sufficient resources for class sizes and in line with Covid19 risk assessment. As well as play equipment, a wider range of lunchtime clubs with an intra-house competitive element have been offered this year (football, running) as well as opportunities for practise before tournaments (football, quick sticks). Reapplication for this mark needs to be made. Maintain high standards of PE teaching.

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>	88%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	56%
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 Planned to in summer term but unable to due to Covid19.

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: £16,900		Date Updated:	
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: 56%
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 pupils will participate in a wide range of sports with increasing confidence and understanding of each of the sports. Active learning will be encouraged throughout the day in all key stages.	Employ specialist PE teacher (The PE Shed) to teach 1 hour of sport to each class a week. Employ specialist PE teacher (Mr Harris) to teach Year 4-6 children for 1 hour a week with focus on developing competitive sport across school.	£4500 £5000 (£1790 actually spent. Only used for Autumn term as progress of all children as judged as requiring improvement. Funding reallocated to bringing in other specialist providers).	Observations of lessons and discussion with pupils shows that they are all engaged with PE lessons. They demonstrate a good understand of the physical and tactical side of the sports.	Only use specialist teacher for one PE lesson for each class per week and use class teacher's expertise in specific sports to deliver other PE lessons. Continue to exploit links with local clubs to ensure high quality lessons are provided by sports specialists. Research and implement other ways to engage all pupils in regular physical activity and share these with staff.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:
Achievements in sport to be celebrated in the school community. Representing school to be recognised and celebrated. All children to understand the importance of being physically active as part of a healthy lifestyle and school to provide a range of ways for children to be physically active.	Display boards to advertise/celebrate clubs/ sport activities. Newsletters/ parents' notice board to detail sporting achievements. School participation in a range of events to promote physical activity (Sport Relief, Walk to School Week, Jump Rope for Heart, Olympic athlete event)	£300 £300 potential cost for Olympic Athlete event	Celebration of participation in sporting events both in school and outside of school is well-established and prominently displayed on PE board. Participation in a range of sporting events had a great uptake for the ones able to take place.	Continue to recognise and celebrate sporting successes. Organise successful sporting events again next year and reschedule the events that were unable to take place due to Covid19.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
All teachers should be confident to deliver PE lessons to their class.	<p>Staff to use Real PE resources to help them deliver lessons.</p> <p>Staff to plan other PE lessons alongside specialist teacher to develop their confidence.</p> <p>Staff to team teach alongside specialist teachers to develop their subject knowledge.</p>	£300 (supply)		<p>PE lead to identify any further areas for development (e.g. activity specific knowledge, breaking down and teaching skills, differentiation and inclusive teaching) and source CPD for staff.</p> <p>Look into further resources to support planning, teaching and assessment of PE.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				32%
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: All pupils will get the chance to participate in a wide range of sports beyond traditional sports.</p>	<p>Review LTP each year and ensure a breadth of sports is being offered to all. Research potential new sports and ensure staff are trained to be able to deliver these.</p>	<p>£180 supply</p>	<p>All children participated in a range of sports including some new sports (Tchoukball).</p>	<p>This process of reviewing the LTP is effective and will be continued next year.</p>
<p>All pupils will get the chance to participate in OAA activities offsite.</p>	<p>Subsidise residential visits for all pupils (£10 per pupil) to ensure that all children can access these opportunities.</p>	<p>£500</p>	<p>All children were able to attend Year 4/5 residential and take part in OAA activities.</p>	<p>Consider offering these different sports as lunchtime/after school clubs next year.</p>
<p>To begin to develop our Forest School provision.</p>	<p>TA to begin Level 3 Forest School Leader course to develop Forest School opportunities we can offer at school.</p>	<p>£1409: £895 – course costs £120 – Outdoor/Forest School First Aid £394 – training days out of school</p>	<p>Year 6 residential cancelled due to Covid19. Funding (£160) to be reallocated next year. The impact of this will be seen in the academic year 2020/21 when the Forest School sessions begin to be delivered.</p>	<p>Subsidising residential trips to continue next year. We will need to purchase some specialist equipment and resources to run Forest School effectively.</p>
<p>All children to participate in at least 6 weeks of swimming lessons taught by 2 qualified swimming teachers in first class facilities.</p>	<p>Swimming lessons taught by one Norse swimming teacher and one other swimming teacher from Stradbroke Swimming Pool (Everyone Active). Each class to have at least 6 weeks of lessons per school year. Extra 'catchup' sessions to run for those who have not met national expectations by end of Year 6.</p>	<p>£3400</p>	<p>Not all classes were able to have their planned swimming lessons due to Covid19. Those that did showed good progress.</p>	<p>Consider needs of each group of swimmers at the start of their sessions next academic year and consider the need to provide catchup sessions for children other than those in Year 6 as well as those in Year 6.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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 children will get the chance to compete in intra-school competition.	Offer a greater range of lunchtime clubs which include a competitive element (e.g. House competitions) Run Sports Day – intra-school competition.		There was a great uptake for the first House football tournament with children in KS2 participating and children in KS1 watching. The next club which was offered was running and this was offered to all children in every year group. Uptake for this was high too.	Continue to offer House lunch competitions and challenges. Ask children which sports they would like to see competitions in.
A greater range of KS2 children will get the change to compete in inter-school competition.	Sign up to be part of High Suffolk Sports Partnership to enable us to compete in more inter-school competitions. Provide transport to competitions.	£520 £500	A greater variety of children in Year 5 and 6 have taken part in competitions. There were plans for us to take part in a year 3/4 event but this was cancelled.	Sign up to HSSP next year. Look at how we can enter competitions with younger year groups.

Signed off by	
Head Teacher:	M. Barrow
Date:	28.07.20
Subject Leader:	H. Hunt
Date:	28.07.20
Governor:	To be signed off
Date:	September 2020

Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  Active Partnerships  UK COACHING  UK active More people. More active. More often.