

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 until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Children’s enjoyment in PE has improved - 90% of all children, across the school say they enjoy PE subjects. School fitness levels and children’s behaviour improving in class since more focus on being more active. School adults are developing confidence in subject knowledge across all three key subject areas; Dance, Sport and Gym Gross and Fine motor skills development improved 	<p>Continue to develop staff expertise and confidence- particularly in gymnastics and dance</p> <p>Increase access to competition and inter school sporting festivals for children at all phases of school</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>	75%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	42%
<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>	Yes – to build confidence in some very nervous swimmers

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: £16,800		Date Updated: July 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:
					15%
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:
Children develop physical stamina and resilience from an early age -children learn to adapt to and accommodate to outdoor conditions -children develop love of the outdoors and the wellbeing	Forest School provision for Early Years and Year 1 children		£2375	Highly successful provision. Children have developed stamina and resilience and are more robust in all weather. Paly in playground at school evidences learning at Forest School- interest in climbing, swinging etc Also built in some 1:1 support for 2 vulnerable children to support self-esteem building.	Explore Forest School training for school staff Consider extending to whole school provision
Children have access to appropriate resources to experience and enjoy PE	PE and sports equipment – e.g dodgeballs, kit, outdoor play equipment		£182 (£102 carried forward as Covid impacted on planned spending	Children enjoy learning new sport and accessing appropriate resources	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
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:
-Children with gross motor skills and fine motor skill challenges are well supported to develop co-ordination and therefore develop confidence and self-esteem when exercising	Gym trail x 4 hours led by experienced LSA	£2170	Gross motor skills for targeted children have improved over time through this intervention. Fine motor skills development has promoted confident writing skills and built self esteem.	Continue with provision Share skills with other staff through CPD to develop in inclusive classroom setting

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				57%
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:
<ul style="list-style-type: none"> - PE coach works alongside Class teachers to plan and deliver activities linked to PE curriculum and to assess effectively -children access good quality sports coaching - school adults receive high quality CPD to enhance their teaching of PE -school staff delivering alongside sport coach – building capacity within school to deliver high quality sports provision effectively - school able to offer additional high quality sports delivery outside timetabled sessions -extra curricular sports activities provision enhanced -Access to high quality professional development for the sports instructor ensuring safe practice. Provides legal support if needed 	<ul style="list-style-type: none"> Level 2/3 qualified coach in school 2 pms and 1 morning x 2 hours a week to work with all classes for all PE. LSA sports coach x 2 pms and 1 morning x 2 hours weekly to support coach in high quality sports delivery Professional Development – Subscription to Association for PE 	<ul style="list-style-type: none"> £6,270 £3,256 £62 	<ul style="list-style-type: none"> PE lessons have been well planned and delivered Children love PE and make good progress in skills development. PE provision remained in place all through Covid lock down – for vulnerable children and key workers. Teaching staff have benefited from modelling of good teaching. Supportive materials to enhance provision. 	<ul style="list-style-type: none"> School adults begin to lead PE sessions more frequently in order to build capacity and expertise CPD developed further Ongoing

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 5%
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:
Additional achievements: BMX Academy Mike Mullens Growth Mindset workshop	BMX Academy Mike Mullens Growth Mindset workshop	£150	Many children inspired by workshop – e.g. A boy now owns BMX rather than xBox – healthy lifestyles A girl can now ride a bike without stabilisers Both attribute this to the workshop	Identify further opportunities for taster workshops, to inspire children to try something new.
Membership Braintree Hockey Club for a child who could otherwise not attend	Child accesses club membership is now supported to build on his considerable ability in hockey – club will support beyond this year as scholarship following our support – potential to play at GB level	£105	This has huge impact. Child has been awarded most improved player at the club this year – and has played at the O2 in a match. He has scholarship for club going forward. Whole family have joined club and all play hockey now.	Signpost to club as much as possible. Seek school taster sessions from club
Access to high quality range of high energy workouts to support active lifestyle- this can also support active listening and learning skills in class	Jump Start Jonny Video package for whole school access	£190	All KS1 children accessed this - impacted on fitness and concentration levels in class	Renew subscription
Increased confidence and stamina in swimming for children who could otherwise not have access	Swimming lessons	£100	Increased confidence, stamina, self-esteem.	Needs led

<p>Enrichment opportunity for children to experience dancing from another culture</p>	<p>Indian Dance workshop</p>	<p>£200</p>	<p>Enrichment and enjoyment. Awareness of a new dance form.</p>	<p>Identify further opportunities</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
-Access to a comprehensive and regular programme of competition and festivals for children across the primary age range, which feed in to County Level 2 competition -CPD for school staff	Package of support via NEMAT – Local PE hub	£750	This has been impacted by Covid 19 as all competition was put on hold. However, the online support and access to materials for home learning was supportive and useful.	Develop inter school competition in line with Covid guidelines
Transporting children to sporting events – saving money and avoids need for child seats	Minibus Membership (BDC) Minibus use (BDC) Scheme Driving license ECC - TS Cost of fuel for the year	£540	Competitions and festivals attended through KS1 and 2. These enabled children to attend sporting events – a valuable experience.	Continue to access

Signed off by	
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Date:	21.7.20
Subject Leader:	
Date:	
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