

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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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>High participation in extra-curricular clubs</p> <p>Specialised dance club</p> <p>Well-resourced and stocked PE store</p> <p>Gold Mark received in the last 4 years (2015/16 – 18/19)</p> <p>Daily mile running track installed on site</p> <p>Daily mile implemented across key stage 1 & 2</p> <p>Active curriculum being implemented</p> <p>Events for More Able and SEND</p> <p>Active playtime opportunities encouraged</p> <p>CPD available for all staff via Premier Sports</p> <p>Whole School House Competition in place</p> <p>Half termly intra-house sporting competitions</p> <p>School teams regularly participating in pyramid competitions</p> <p>Sporting leadership opportunities for KS2 children</p> <p>Upkeep of current play equipment</p> <p>Swimming provision (N/A for 2019/20 due to Covid)</p> <p>Recording of personal bests (athletics/X country)</p>	<p>Continued high standard of PE and extra-curricular activities</p> <p>Raise competence and confidence of PE teaching</p> <p>Variety of games/sports offered during curriculum time</p> <p>Increase opportunities for competitive sport (inter-house)</p> <p>Continue to build links with local sports clubs</p> <p>Opportunities to watch and experience professional sport (cricket, football, tennis, netball)</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>	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	67%

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

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:	
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:
				%
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:
To ensure an active curriculum is being taught.	<ul style="list-style-type: none"> Teachers encouraged to have active aspects within all subjects, highlighted on lesson planning Resources purchased to support this GoNoodle resources Jump Start Johnny resources Share experiences within staff meeting time Use of Daily Mile running track 	£300	<ul style="list-style-type: none"> Children are active within different subject areas Active 'brain breaks' enhance attainment Whole school participation in Wake & Shake 	<ul style="list-style-type: none"> Subscriptions to active learning websites ongoing Wake & Shake and Daily Mile running track sustainable
To provide emotional health sessions led by specialised coaches (GOAL)	<ul style="list-style-type: none"> Allows children to understand the importance of health and wellbeing alongside exercise and physical activity 	£65	<ul style="list-style-type: none"> Lessons throughout the year targeting different year groups 	<ul style="list-style-type: none"> To continue sessions to enhance knowledge and understanding

To ensure all children are active during playtimes	<ul style="list-style-type: none"> Equipment purchased for playtimes Repair equipment that has deteriorated Spray paint for playground markings 	£2015	<ul style="list-style-type: none"> Children have a range of opportunities for physical activities during playtimes Build upon and develop skills taught in curriculum PE 	<ul style="list-style-type: none"> Replenish equipment when required
To provide a wide range of extra-curricular clubs/activities	<ul style="list-style-type: none"> Extra-curricular clubs offered every day led by teachers and specialised coaches Change4Life club run by Year 6 sports ambassadors for targeted key stage 1 children 	£3900	<ul style="list-style-type: none"> High percentage of children partaking in extra-curricular sport Sports ambassadors to gain leadership experience 	<ul style="list-style-type: none"> Continue to offer a wide range of extra-curricular sports Invite local sports clubs to lead sessions
To provide additional specialised coaching	<ul style="list-style-type: none"> Specialised basketball coach to lead sessions for key stage 2 children half termly 	£830	<ul style="list-style-type: none"> All children experiencing and enjoying 'obscure' sports 	<ul style="list-style-type: none"> Continue to offer specialised coaching Teachers to upskill in delivery of basketball sessions
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?:	Sustainability and suggested next steps:
To increase the level of specialised equipment	<ul style="list-style-type: none"> Buy resources to deliver sport and PE to a high standard Dough disco Refurbishing sand pit for long jump 	£200	<ul style="list-style-type: none"> Dough disco occurring frequently in reception and year 1 Basketball equipment purchased for curriculum and playtimes 	<ul style="list-style-type: none"> Replace playdough for dough disco when needed

To raise sport and physically active activities as a whole sport	<ul style="list-style-type: none"> • Whole school events organised throughout the year 	£100	<ul style="list-style-type: none"> • Parents and siblings invited to join for whole school events (sports relief) • Family learning week activities offered to parents 	<ul style="list-style-type: none"> • Continue to offer opportunities for parents to join whole school events
To host parent exercise classes	<ul style="list-style-type: none"> • Parent sessions led by Premier Sport hosted at William Barnes 	N/A Future opportunities	<ul style="list-style-type: none"> • Opportunities for children to observe parents being physically active 	<ul style="list-style-type: none"> • Discuss opportunities with parents and gauge interest

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:
To use specialised coaches to upskill current teaching staff (CPD)	<ul style="list-style-type: none"> All teaching staff can observe and work alongside specialised sports coaches All staff to receive swimming training All KS2 teaching staff to work alongside specialised basketball coach 	£3360	<ul style="list-style-type: none"> Teachers to develop in confidence and competence of PE teaching Use best practice from observing specialised coaches Develop and implement newfound understanding into curriculum PE 	<ul style="list-style-type: none"> Premier sport lesson plans available via portal Share good practice
To use specialised coaches to develop understanding of different sports	<ul style="list-style-type: none"> Tennis coach to work alongside teachers and children during extra-curricular clubs 	£1000	<ul style="list-style-type: none"> Better understanding of teaching tennis in curriculum PE 	<ul style="list-style-type: none"> Continue to use tennis coaches to support teaching staff
To offer sport specific course to teaching staff	<ul style="list-style-type: none"> Give opportunities to teaching staff to attend sport specific courses 	N/A Future opportunities	<ul style="list-style-type: none"> Newfound knowledge and understanding of teaching high quality PE Share experiences with rest of teaching staff during staff meeting time 	<ul style="list-style-type: none"> Investigate opportunities for sport specific courses

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:
To provide a wide range of extra-curricular clubs/activities	<ul style="list-style-type: none"> Extra-curricular clubs offered every day led by teachers and specialised coaches Change4Life club run by Year 6 sports ambassadors for targeted key stage 1 children 	£3900	<ul style="list-style-type: none"> High percentage of children partaking in extra-curricular sport Sports ambassadors to gain leadership experience 	<ul style="list-style-type: none"> Continue to offer a wide range of extra-curricular sports Invite local sports clubs to lead sessions
To experience a range of new and exciting physical activities	<ul style="list-style-type: none"> Orienteering offered to year 5/6 with training and competition led by Wimborne Orienteers Circus skills opportunities for all year groups in school Kayaking on River Stour for year 6 led by specialist 	£550	<ul style="list-style-type: none"> Exciting opportunities for new sports for children across the school Creates links with clubs for children to join outside of school 	<ul style="list-style-type: none"> Continue to offer these experiences to all children Encourage children to partake in these physical activities outside of school
To provide additional specialised coaching	<ul style="list-style-type: none"> Specialised basketball coach to lead sessions for key stage 2 children half termly 	£830	<ul style="list-style-type: none"> All children experiencing and enjoying 'obscure' sports 	<ul style="list-style-type: none"> Continue to offer specialised coaching Teachers to upskill in delivery of basketball sessions

To give children to the opportunity to watch and experience sport of the highest standard	<ul style="list-style-type: none"> • Offer subsidised tickets/travel to professional/international sport in the region (cricket, football, netball, tennis, hockey) 	N/A Future opportunities	<ul style="list-style-type: none"> • Inspire children to achieve in sport and aim for the highest standard • Experience a broader range of professional/international sport 	<ul style="list-style-type: none"> • Investigate professional sporting fixtures aimed for schools
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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:
To maintain high participation in competitive school sport	<ul style="list-style-type: none"> All key stage 2 children given the opportunity to play competitive sport every half term in intra-house competitions Wide range of inter-house sports fixtures available for key stage 2 children Some opportunities for key stage 1 children to experience competitive sport 	£1070	<ul style="list-style-type: none"> School teams performing to a high standard in inter-house sports fixtures Children playing a wide range competitive sport throughout the school year 	<ul style="list-style-type: none"> Continue to maintain wide range of sporting fixtures both inter and intra-house.
To encourage greater participation with local clubs	<ul style="list-style-type: none"> Invite local clubs to promote their club during assemblies Use the school grounds as venue for hosting taster sessions 	N/A Future opportunities	<ul style="list-style-type: none"> Greater participation in local sport clubs 	<ul style="list-style-type: none"> More children experiencing a range of competitive sport

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Josh Newman
Date:	9.7.20
Governor:	
Date:	