

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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● All staff had create development training. Learning how to use the scheme and applying it to their teaching ● DCHS Partnership continued – level 2 <ol style="list-style-type: none"> 1. 1 Inter-house – winter Olympics competition 2. Dance lessons – CPD for staff 3. Festivals – each year group attended 1 festival each ● Premier sport providing CPD for staff, modelling lessons, with teachers able to see how to deliver a variety of sports such as gymnastics and invasion games ● New PE assessment – making it simple and easier will be implemented from September ● Purchase of a new iPad to show and demonstrate skills for smaller groups of children, pictures to evidence PE, easy to use for assessment. ● New wall bars for gymnastics lessons in the hall. 	<ul style="list-style-type: none"> ● Staff to be shown new PE assessment on the iPad ● Continue CPD with DCHS ● To develop playground leaders

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: £17,200 Carry forward: £3496.02 Total: £20,696.02	Date Updated: 20/05/20	Percentage of total allocation: %
Intent	Implementation	Funding allocated:	Impact
			Sustainability and suggested next steps:
<p>Key indicator 1: The engagement of all 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>			
Staff to set up playtime games on playground using equipment in provided for playgrounds.	Teachers to model to lunchtime staff some games to play / set up.		Children engaged in games during lunch play and equipment set up.
2 x class teachers to attend the PE conference. Attend sessions on games and mini active class sessions as physical learning breaks.	2 x class teachers to learn some different class physical learning breaks	Dr Challoners High School (DCHS) Partnership 2019/20 – £4900	Children to be more active in class – not implemented yet due to Covid -19
Playground equipment – restock / provide new equipment	Ensure children have a variety of playground equipment to encourage physical activity during break and lunchtimes.	£220.32	Children active on the playgrounds during break and lunchtime. Increasing their active time to 30 minutes.
			Introduce play leaders at lunchtimes to encourage children to be more active and set up games. Make a file of suggested activities for wet play / wet PE / physical learning breaks – place on school server for easy use by all staff. Continue to replenish equipment as needed to encourage physical activity when outside.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation	Impact	Percentage of total allocation: %
Continue the partnership with DCHS and high quality coaches to help deliver high quality PE throughout the schools.	<ul style="list-style-type: none"> Specialist coaches delivered sessions to meet with the national curriculum DCHS – to support teachers with the dance element of the curriculum Children to attend festivals at different schools: Reception – Multi-skills Festival Year One - Multi-skills Festival (second festival cancelled due to Covid-19) Year Two - Multi-skills Festival 	Premier Sport – £2465 DCHS Partnership 2019/20 Children to attend festivals at different schools: Reception – Multi-skills Festival Year One - Multi-skills Festival (second festival cancelled due to Covid-19) Year Two - Multi-skills Festival	Staff learnt different ways to teach gymnastics, invasion games and dance. Promoting dance as a different activity throughout the school. Dance inter-school dance show cancelled due to Covid-19. Children attended another setting with various schools also competing in festivals. All children active, including walking up to the schools to do the sport.
Purchase a PE IPad	To use the IPad as a tool in PE to show a different way of completing skills, and to differentiate within the lesson.	£400	Book festivals for next year. Await Covid-19 updates to see if they will go ahead as planned.
	£279.90	Children able to attend festivals at different schools.	Book coaches for festivals next year – Covid-19 dependant.
		Not yet trialled due to Covid-19.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact	Sustainability and suggested next steps:
Staff to have CPD opportunities throughout the year related to a variety of activities linked to the curriculum.	Premier sport lead sessions in: Gymnastics and invasion games. All staff to be present to learn skills from the specialist coaches.	Premier Sport Sessions	Staff in Y1 and Y2 attended sessions lead by coaches to learn new skills.	Teaching staff to lead own gymnastics and invasion games session in the next academic year. See curriculum plan.
DCHS – Leap Conference - 2 x class teachers to attend the PE conference.	Class teachers to be upskilled in areas related to PE and specifically to mini physical learning breaks in the classroom.	DCHS partnership 2019/20	Class teachers trailed things learnt from conference with own class.	Make a file of suggested activities for wet play / wet PE / physical learning breaks – place on school server for easy use by all staff.
DCHS – Dance sessions	DCHS supported dance sessions with teachers. Providing a lesson plan and teaching every other week of dance. Teachers used the plans to add / practise what they had seen the week before.	DCHS partnership 2019/20	Staff learnt different styles of dance and how to add on to plans and practise what was done previously. Sessions were not all completed due to Covid-19.	To provide support for dance sessions for year one next year.
Create Development – Real PE	Create development to run 2 days of sessions on using Real PE. 1 session ran with staff teaching their class to see how a typical lesson runs. 1 session as CPD for staff to ask questions and go through the details of the program.	£995	All staff trained in using Real PE. This is the development of fundamental movement skills from year N – year 2.	To see what the new EYFS Real PE sessions are for nursery. It is a new program due for release in September 2020. Monitor the teaching of Real PE. Ensure program is being followed.
Staff PE clothing	All staff provided with t-shirt and fleece for the teaching of PE within	£259.92	Staff to feel more comfortable and wearing the appropriate clothing	Review the possibility of providing staff clothing

	the school.			for the teaching of PE. Setting an example to the children of the correct wear when being active.	2020/21.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					
	Intent	Implementation		Impact	Percentage of total allocation: %
To install wall bars in the school.	New wall bars with a variety of different accessories to be installed in school to aid with the teaching of gymnastics.	£5775.84		No used yet due to Covid-19.	To plan gymnastics sessions throughout the year for year one and two.
Additional achievements:					
Youth sport trust membership.	To use the review tool to identify next steps and areas for development within PE.	£200		We gained a bronze Youth Sport Trust Quality Mark Award.	Use the next steps as identified targets to work towards Silver level Youth Sport Trust Quality Mark.
Sign up to DCHS partnership for 2020 – 2021.	To gain a Youth Sport Trust award.	£5200			To use CPD opportunities to help staff with the teaching of invasion and outdoor games.
	Continued support for CPD staff				
	Continued links for PE festivals at local schools.				

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:		
	%	
Intent	Implementation	Impact
<p>Continue the partnership with DCHS and high quality coaches to help deliver high quality PE throughout the schools.</p>	<p>Children to attend festivals at different schools:</p> <ul style="list-style-type: none"> Reception – Multi-skills Festival Year One - Multi-skills Festival (second festival cancelled due to Covid-19) Year Two - Multi-skills Festival 	<p>Children attended another setting with various schools also competing in festivals. All children active, including walking up to the schools to do the sport.</p>
<p>Virtual Sports Day</p>	<p>Children to participate in a virtual sports day either at home or school.</p>	<p>All children actively engaged in a variety of Athletics type events. Poster made and sent home / put on website for children at home to try too.</p>

Signed off by	
Head Teacher:	<i>Mitchell</i>
Date:	<i>10/7/2020</i>
Subject Leader:	<i>J Mead</i>
Date:	<i>8/7/20</i>
Governor:	<i>A Altamir</i>
Date:	<i>10/7/20</i>