

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

2018/2019

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 to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Enhanced P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E sessions • Consistent take up of after school clubs subsidised by the school • Range of after school sports offered is varied • No child misses out on after school sports provision because of cost • Children from across KS2 take part in sports festivals held at the local secondary school and with other local primaries 	<ul style="list-style-type: none"> • Continued investment in resources for the teaching of P.E. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports • Continued staff training and awareness of high quality P.E teaching • Continued staff training in facilitating active playtimes and purchase of further resources to support this • Build further on links with local sports clubs and coaches to encourage continued high take up of sports out of school hours <p>Enhance children's mental health and wellbeing</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>	83%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	38%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	48%

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

Yes – The school provides swimming instruction for all children in the school for 10 sessions per year. This includes KS2/KS2. Sports premium funding is used to supplement both the travel and additional staffing costs for swimming coaches to provide smaller more focused groupings. This ensures costs are kept low and no child misses out through cost.

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: 2018/19		Total fund allocated: £18,265		Date Updated: July 2019	
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:	
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:	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10 %
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 high quality resources for PE lessons, Diamond Time activities and for the playground. Each child should be able to practise skills using their own equipment during these sessions.	Equipment purchased for lessons, diamond time and playground	£1,775	During each of these sessions, children have been able to develop their skills through repetition by not having to wait in lines, or share amongst groups that are too large.	Continue to replace any resources when needed and extend the range of resources to ensure that a wider range of activities can take place
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				71 %
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:
Provide children with access to extra curricular clubs with a focus on providing something different to regular PE lessons	Progressive sports coaches after school clubs Learning mentor used to offer a range of after school clubs, offering different sports (Yoga, Dance etc)	£390 £12,620	Children were able to take part in different activities which were not taking place during PE lessons as groups were smaller and more focused	Look to provide a wider range of extra curricular clubs in the next school year by opening it out to more children and invite coaches in to provide a range of activities for Diamond Time.

Year 6 children offered Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills	2 day course booked with Gloucestershire Road Safety for all year 6 children. Supply cover for adult supervision		Children were not in school due to Covid	<ul style="list-style-type: none"> • Leaflets and advice on cycling and road safety sent home • Course booked for next academic year
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19 %
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 participate in a range of organised sports across both key stages	Membership to GSSN Membership to GPSFA	£3,350 £130	A range of children took part in a wide range of organised and competitive sports across both Key Stages.	Continue to subscribe to GSSN and enter a wider range of competitions, particularly focusing on SEND and Key Stage 1 groups of children.