

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:
<p>The school enjoys a large participation in competitive events as part of the PE Partnership. The PE curriculum enables the children to practice, develop and apply their new skills prior to competition.</p> <p>A balanced curriculum enables the children to access a variety of sports / activities that allows greater opportunities to develop self-confidence and physical wellbeing.</p> <p>External coaches have engaged children in all year groups and provided an insight to specific sports.</p>	<p>Investigate and secure a sports provider to deliver high quality coaching across a range of sports and activities including after school clubs.</p> <p>Develop the sporting expertise of the staff through targeted CPD.</p> <p>Consider and evaluate the extension of swimming to Year 4 and the opportunity to use alternative venue (Birch Farm Swimming Pool).</p> <p>Increased participation in competitive sport through greater enjoyment and enthusiasm in the PE curriculum.</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>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	92%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	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
Year 5 children have taken part in swimming lessons.

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: £16920 (£5253 COVID19 Carry forward)		Date Updated: 20/11/19	
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		£5043 29%
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 to be actively taking exercise at break and lunchtimes.	Playleaders to organise zoned areas of the playground to allow for different activities in these areas to encourage all children to take part in a range of games. John Massey playground games to teach games, train MDA's and playleader roles. MDSA to support Playleaders daily on the playground.	Equipment £30 Badges John Massey £390 MDSA £4323	More children engaged in physical activity through games at breaktimes and lunchtimes. Post visit there was a reduction in behaviour forms which indicates improved engagement. Continue with playleaders into 2020/21 academic year.	Invite in again next year to review games. MDA's to promote playleader roles and duties.	
The Daily Mile has been launched in the school from Feb 2019 enabling children to take part in physical activity within the school grounds.	Once school field is back in action after reseeding and extreme wet weather relaunch daily mile in assembly and re-introduce updates in newsletter.	Nil	Daily exercise for all children to increase. Due to reseeding of school field and suitability of the size of the grounds this was suspended.	Review termly to ascertain numbers of children taking part and distance covered.	

Bikeability sessions for upper KS2 to improve safety on the road and facilitate more children cycling to school.	Children with increased road safety skills and the drive to cycle to school more frequently.	£180	Road safety skills improved and more children cycling to school on a regular basis. Suspended due to COVID19	What impact has this had – is there any further cycling training that we can deliver to other year groups.
All children to take part in a walk to school initiative from the local Community Hall to increase daily activity as well as safeguarding around the school location with regards to traffic and parking.	Children walking daily to and from the village Community hall to increase their daily activity. High vis jackets to be provided.	£120	Daily exercise for all children to increase. Parking outside school decreased considerably. No cost due to donation of hi-vis jackets from Celotex. Stickers for wearing jackets provided a further incentive approx. £50.	Continue to promote and provide high vis jackets.
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	£3320 20%
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:
The school will host a wellbeing and sports week in May 2019. The aim is to provide a wide range of sporting activities to all. This will incorporate a Sports Day where parents are invited to celebrate and support the children's participation.	To provide a week where all children experience a variety of sporting activities from those that are familiar but with a buddy through to new activities with an outside agency or visitor. Children will also experience some of these in a situation where parents can support them too.	£200 – Yoga £120 Stopwatches	Pupils will experience a range of sporting activities from those they take part in with their buddy to sessions with outside agencies/visitors. Stopwatches purchased. Event cancelled due to COVID19.	This can be built upon each year after reviewing of the previous years successes.

<p>To raise the profile of PE across the school by employing a specialist PE coach to teach some PE in KS2 as well as link lessons and clubs to tuition required for sports in the school to school competitions in the two partnerships.</p>	<p>Raise the profile of PE through a consistent approach and inspirational quality first teaching that links to competitions entered. This will result in increased self-confidence and resilience that can be applied in other subjects.</p>	<p>£500 x 6 = £3000</p>	<p>Increased enjoyment and excitement in PE. More children able to enter competitions as they have the required skills as well as self-confidence and resilience. 1 intra-school event held, 4 intra-school events and 8 inter-school competitions. Waiting list required for afterschool clubs. Football, gymnastics, rugby, basketball, multi-skills, handball. 120 individual hours of afterschool activity.</p>	<p>Increased self-confidence and resilience amongst children will lead to further involvement and a drive to improve the skills of others through peer-to-peer sessions as well as development of play leader roles.</p>
<p>One Life Suffolk to deliver Healthy Lifestyles to Y5/6.</p>	<p>Children to have an awareness of healthy living and lifestyles to allow them to make better choices as they grow up.</p>	<p>Free</p>	<p>Increased awareness of a healthy lifestyle and the ability to make informed choices. Suspended due to COVID19</p>	<p>Increased ability to resist peer pressure and to make informed choices.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£1660 10%
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:
Support staff to provide cover to allow for KS2 staff to be released for CPD to observe/support the PE coach.	Rotate PE cover TA around to ensure that all KS2 teaching staff also receive some PE CPD.	£1080	CPD for TA and KS2 teaching staff to raise the standard of PE teaching as well as staff confidence. Targeted staff CPD to support MDA lunchtime activity delivery.	Continue to rotate TA's through to support their ongoing CPD.
Training for HLTA's to become more confident in teaching PE across the school.	Training for HLTA's to deliver quality first PE lessons across the whole of the school.	£580?	Raising the standard of HLTA PE lessons and their confidence in teaching the subject. Postponed due to COVID19	HLTA's to continue from general training to subject specialisms to offer clubs in the future to all pupils.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	£4397 26%
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 to have the opportunity to take part in a wider selection of sports and activities.	Employ a coach to deliver a range of taster style sessions through free after school clubs.	£1200 (6 x £200)	Children to experience a wider range of sports through taster sessions in an after school club. Range of free afterschool activities provided 1 hour a week for 2 terms.	Review sports offered, success of each set of sessions, parent view and pupil perceptions.
Children to have the opportunity to take part in active forest schools sessions in a site away from the school grounds.	Employ a Forest Schools Leader to lead sessions in woodland located in the village. Sessions are to be made available to all children in the school with a focus on KS1.	KS1 12weeks x £100 = £1200 KS2 & EYFS 12 weeks x £100 = £1200	Children to experience active forest schools sessions to develop the wider PE curriculum and active learning skills. Outdoor learning teacher employed for 1 afternoon each week starting Feb half term. Unable to continue in summer 2019 due to COVID19. Will resume in September.	Review of outcomes and develop more tailored sessions across the school for future years.
Swimming sessions extended to include Year 5 children to develop swimming skills and enjoyment of swimming.	Year 5 to attend swimming lessons.	£827	Children to have time to develop their swimming style and technique as well as a love of swimming. Completed- see outcomes above.	Review to ensure that all children will achieve the required standard by the end of Year 6.
Sports specialist in to teach EYFS and KS1 tennis and badminton for a half term block of each. Make an after school club available to these children to extend their skills and love of the sports.	EYFS and KS1 to receive badminton and tennis lessons and the opportunity for an after school club to facilitate their skills and to develop a love of the sports.	£585 per 6 week block x2 = £1170	Children to develop gross motor skills, hand-eye co-ordination as well as the ball handling skills necessary for these racquet sports. Badminton lessons taught no Tennis due to COVID19	Review to decide on a change of sport or to continue to further develop these sports.

--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£2500 15%
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:
External competitions and tournaments available to all children through the PR Primary partnership and pyramid link with Hadleigh High School.	Appoint a dedicated sports coach to organise these, coach the children prior to events and record keep for the Sportsmark award.	£500 Hadleigh High £400 Westbourne Academy £1500 Sports Coach to attend Events (6x£250) £100 Coach for trampolining	All children to experience sports events outside of the usual school experience. These may include a competitive element against other local schools. 2 terms of competitions attended see above for inter-school competitions.	Dependent upon the PE premium budget continuing. Select a wider range of events to attend.

Signed off by	
Head Teacher:	Debbie Jackson
Date:	29/11/19
Subject Leader:	Debbie Jackson
Date:	29/11/19
Governor:	Debs Bennett
Date:	3/12/19