

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 2019:	Areas for further improvement and baseline evidence of need:
- Continued implementation of new activities/games in the curriculum - Achieving Bronze School Games Mark - Increased participation in PE 6 week block of cricket for Year 1, partly funded by SP	- Continue to ensure all staff are offered a range of CPD opportunities - Regular monitoring of planning/lesson drop ins - Ensure enough competitions have been attended to apply for Silver Games Mark The above areas of improvement will be subject to current restrictions in schools being lifted in the next academic year

ALL INFORMATION CONTAINED IN THIS REPORT IS ACCURATE UP UNTIL MARCH 2020

Meeting national curriculum requirements for swimming and water safety.	DATA UNAVAILABLE
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	No

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: £19,600	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:
				22.5%
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:
<i>Participate in structured, high quality physical activities during playtimes.</i>	*employ coaches from Welling Sports Community Scheme (WSCS) to work with children at lunch time on a rota basis *PE staff/HT to liaise with WSCS to ensure high quality activities are provided *playground rota for all KS2 children with different activities-football, netball/basketball, King Square (x2) to give all children the opportunity to be physically active *interesting playground markings on both playgrounds *adults supervising each area and interacting with the children During the Covid-19 lockdown, the school supported children in keeping active via links to external activities or a YouTube channel run	£4,410 (as of March 2020)	All KS2 classes have allocated days for each activity. This ensures that all children have the opportunity to experience each one and the same children do not always play the same things. More children physically active for longer periods now that there are more opportunities. We have seen an improvement in behaviour on the playground, particularly at lunch times. Many children have continued to engage with physical activity and have reported this to the PE teacher. As a result of these efforts, the school was awarded	Review rota system to ensure it remains fair Continue to monitor resources to ensure appropriate ones are used for each activity Offer 'Personal Challenge' activities to count towards School Games Mark applications from September 2020

	by the PE teacher. These activities also included a month long Olympic style challenge.		the School Games Virtual Award in June.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7.3%
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:
<i>Participate in a range of physical activities when a PE lesson cannot be completed (e.g. due to weather, hall being used for other activities etc)</i>	*continuing with 5-a-day.tv subscription to provide teachers with an indoor tool	£252 Annual subscription	*pupils ask to participate in 5-a-day exercises and enjoy how it makes them feel afterwards	
<i>Participate in at least 30 minutes of physical activity a day</i>	*continuing to promote the Walk on Wednesdays (WoW) [whole school] and Walking Bears [EYFS & KS1] *Daily Mile *Skip2BFit *each class (from Year 3) is allocated regular playtimes for football, King Square and the basketball hoops	£1,187.71 Skip2BFit workshop & resources	*some families have changed the way they get to school as a result *families are spending time on different physical activities at the weekend to report in their Walking Bears books *participated in the 'Million Mile' challenge for the Daily Mile-as a school we completed over 7,000 miles *Skip2BFit day in school-all children provided with the opportunity to skip with ropes at school *children who may not usually participate in games during	*have Daily Mile/Skip2BFit sessions planned into class timetables to ensure it becomes part of everyday life *look into allocating different classes to activities each day,

			playtime (such as football) have become more active using the basketball hoops or King Squares or simply by running along the Daily Mile markings	rather than year groups-this may make some less active children become more involved as groups would be smaller and areas less crowded (this would require funding to ensure enough appropriate resources) Subject to children being allowed to share resources again.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.4%
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:
All teachers to be confident in teaching PE and for all pupils to have structure, high quality PE lessons	*appropriate staff to attend CPD	£70	As a result of staff attending CPD, new resources have been ordered, a workshop was arranged (Skip2BFit)	DS & DE to run staff meetings and DE to work alongside class teachers during certain points of the year; either teaching a lesson together or teaching a lesson for them to observe. Subject to teachers being allowed to move around class groups. Look into enrolling DE on Level 5/6 course to allow him to continue his own skills and work with colleagues to develop confidence in teaching of PE
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:

<i>All pupils to have the opportunities to participate in familiar sports/activities as well as new ones to develop a range of physical skills as well as those working alongside others, to take in to other areas</i>	*PE coordinator and PE teacher to work together to tailor a curriculum which meets the targets and standards of each year group, while allowing children to experience a range of different sports and activities *implementing a rota system for playground games and activities (see Key Indicator 2 for impact) *encourage the need for teamwork and patience as others develop their skills, and encourage children to help each other	None as of March '20, as all resources and equipment were already in place. However, these will need to be replaced and updated in the new academic year.	*increased participation in PE lessons *children using skills learnt in school to keep active during Covid-19 lockdown *children are working together and learning from each other. Teachers are encouraged to use the children to demonstrate skills or activities in order to show them what they can do through practice	*ensure that all children participate in 2 hours of HQPE every week, plus daily physical activity, taking into account any physical or learning needs *look into buying a new PE scheme of work (mostly for indoor) to allow teachers a greater freedom to 'mix and match' activities to ensure skills are taught in a way to bring enjoyment and challenge to all
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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:
Enter more school competitions throughout the school year; including KS1 where appropriate.	*promote a range of different sports through after school clubs and PE lessons to encourage a love for competitive sport *ensure parents are aware of the potential to participate in competitions to ensure parental support & engagement	None required as of March '20, however, resources and equipment will need to be replaced and updated throughout the next academic year.	*some of children have participated in sports and competitions that they might not have previously had PE lessons not been structured to support them *children have tried new sports (such as handball) and have seen found enjoyment in their development	DE to continue linking PE lessons to skills as well as events that will be taking place throughout the school year To ensure that when competition can re-start, children have as many opportunities as possible to participate in inter-school events

Signed off by	
Head Teacher:	Stuart Keep
Date:	July 2020
Subject Leader:	D Sears
Date:	July 2020
Governor:	
Date:	