

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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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:
Increased focus on Outdoor and Adventurous education linking with local Live Life Adventure company to ensure all children have additional OAA, some linking with topic work in addition to the main residential trip for year 5 and 6.	Looking to add to extra curricular activity for a wider range of children and particular target groups. Improving outdoor space for all year round use for playtimes, lunchtimes and PE lessons.

Meeting national curriculum requirements for swimming and water safety.	
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.	91% (1 child in the cohort of 11 unable to swim 25m)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	91%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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. However, the 2 weaker swimmers took part in an additional swimming intervention lessons paid by a local charity.

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: £16890		Date Updated: 25/06/20	
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:
					19.5%
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:
A balanced curriculum of PE activities across the year, broadly following the Lancashire SOW.	Minimum of 2 PE lessons per week.		£0		Real PE scheme to start in September 2020.
Improve cross curricular skills in addition to physical health and wellbeing for all children..	Purchase and take part in staff training for the realPE scheme of work		£1200	Yet to be seen	
Extra-curricular clubs	Programme of clubs for KS1 and 2 throughout year		£100	Monitoring of percentages of children taking part.	
Additional activities	Twyning 10 scheme (based on Daily Mile– at least 2 times per week (usually on non-PE days			KS2 children to monitor distance covered in 10 minutes every term – personal challenge and improvement. Use of in class video activities for wet play/lunch e.g. ‘GoNoodle’	
Active lunchtimes	Active lunchtimes – organised games and activities. Playground leaders in year 5 and 6 take turns to organize games and activities for EYFS and KS1		£0	Year 5 and 6 leaders undertake the Sports Leaders UK Playmaker award to increase confidence and competence in leading younger	
					Staff trialling indoor 10 minute activities – video based and with minimal space (some can be achieved in classroom). GoNoodle is popular with the children. Continue to trial other resources.
					This training will involve year 5 and 6 children every 2 years as part of PE curriculum.

National initiatives	children. Pupils are involved in national charity based initiatives. This year all children will take part in a 'ramble' (inspired by 'Countryfile' for Children in need day (November). They will also take part in a Sport relief run (March)	£0	children with lunchtime activities Fun/active whole school challenges which also raise the profile of charity. Money is raised for charity through the medium of sport/activity. Sort relief run - distance will be collectively recorded to see how many 'marathons' we can run as a school.	Continued each year in line with national events.
Enable a better outdoor space for playtime, lunchtime and PE use (all year round), especially need with projected increasing numbers on roll	Resurface part of school field with an all weather surface. Total cost £48,000 most of which has been given by the LA due to increasing numbers.	£3000 contribution (approved by afPE)	Outdoor space had more than doubled for all year use. Children are able to be more active in a safer environment.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				62%
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:
Specialist PE coordinator in place	PE specialist responsible for ensuring high quality PE provision in terms of lessons, extra-curricular clubs, active lunchtimes and additional programmes. The wider context of health and well being has become a more prominent focus Weekly information and reports on school newsletter. Outside and inside noticeboards dedicated to PE.	£10171	Profile of PE with parents and the local community has increased since the appointment of the PE specialist.	Continued

<p>Use PE curriculum to improve the following skills: personal, cognitive, social, creative, physical, health and fitness.</p>	<p>Photos put on website of 'special' activities such OAA programme. Targeted club – Outdoor Active club with chosen children to improve health, social skills and resilience. realPE scheme of work follows key life skills and those needed in other subject areas.</p>	<p>£0 licence as incorporated with training</p>	<p>Targeted club was very successful but cut short by lockdown Yet to be seen</p>	<p>Continue next year perhaps with different children.</p>
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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%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Staff felt that certain skills need focus and it was unanimously agreed after a presentation that realPE would help to improve this. It focuses on personal, cognitive, social, creative, physical, health and fitness.</p>	<p>Staff training in Spring term (2 twilights)</p>	<p>As part of budget in KI 1.</p>		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12% (1.6%spent)
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:
Additional achievements: New OAA programme introduced in addition to current provision in lessons for KS2 (problem solving activities and games and orienteering) and PGL residential offered to year 5 and year 6 children. 'Balanceability' programme to ensure reception children reach targets in terms of balance and learning to ride.	2 activities (whole day)a year for all years: Pioneering activity Stone Age (topic based) activity Den building/camp skills Climbing Rafting/canoeing PE coordinator now Balanceability trained (Feb 2018) to deliver programme.	£2000	Most of the activities in KI4 were planned for the summer term and therefore did not take place. Year 3 and 4 did have their Stone age day in the Autumn. Only £200 spent	
Sports leaders UK Playmaker award	Delivered every 2 years to year 5 and 6 children.	£75		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:
Extra-curricular clubs and competitions	Affiliation to local school sports network and access to competitive events and festivals.	£2200	This programme was cut short due to Covid 19 school closure. Children who took part in extra-curricular activity earlier in the year were very positive and successful at local and county level.	Opportunity to re-book next academic year
Links with local sports and activity providers.	Taster sessions provided by Gloucestershire cricket board planned for April with links to the Chance to Shine	£0	Unfortunately this did not occur due to Covid 19 school closure.	
'Maximise your potential' programme	Programme aimed at G & T children (4 children in KS2 per year) have the opportunity to attend a 10 week after school programme with other G & T children from Tewkesbury and Cheltenham taught by specialist coaches.	Funding as part of £2200 above	Unfortunately this did not occur due to Covid 19 school closure.	

Signed off by	
Head Teacher:	Lucy Halling

Date:	06/07/20
Subject Leader:	Jo Leggett
Date:	03/07/20
Chair of Governors:	Ron Hesketh
Date:	11/07/20