

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned



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](#).

Supported by:

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>Active Braintree Sports School of the year 2019 - Highly Commended</p> <p>Active Essex KS1 sports award 2019-2021</p> <p>Primary Panathlon SEND Team National Finalists - Copperbox</p> <p>Primary Panathlon SEND Swimming Gala - London Aquatics Centre</p> <p>School Games Gold Kitemark 2018-2019</p>	<p>Try to achieve platinum status for School Games Mark after achieving gold status for 5 consecutive years. Access Dance CPD for teachers</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>	60% This figure is lower than previous years due to an extended period of closure at the swimming pool during this cohort's lessons.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	88%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%

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.

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 - SEND children who benefit from additional lessons to improve core stability are taken throughout the year.
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Academic Year: 2019/20	Total fund allocated: £18860	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:
			%
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 children are given the opportunity and are encouraged to be active before, during and after school	Two hours of timetabled PE to each class per week Daily 'Golden Mile' compulsory for every student at lunchtime. Breakfast club allows pupils to have a healthy breakfast followed by outdoor activities before school. Lunchtime clubs on offer everyday and a variety of afterschool clubs accessible to all	£3210.00	Timetable showing 2 hours of curriculum PE. Club timetable advertised on website for lunchtime/afterschool clubs.- updated termly. Playleaders/Sports/House Captains organise lunchtime activities Playleader training across the whole of year 5.	Year 5 pupils trained to undertake playleader role next year. Investigate an afterschool clubs timetable to allow 'Bubbles' and adapt clubs where necessary.
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:
Maintain delivery of PE at a high quality level throughout the school. Regularly update staff on rules and regulations. Ensure children are appropriately attired for activities.	Subscription to local sports partnership (NWESSP)	£750.00	KS1 Dance CPD for Teachers KS2 Dance CPD for teachers/teaching staff Warm up/cool down CPD MDA Training	Continued subscription to NWESSP to access further CPD opportunities and share resources/equipment/knowledge and access to events.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Increase teacher confidence/knowledge in delivery of a range of lessons/activities. MDA increased knowledge of various lunchtime games/activities	Premier League Primary Stars - Coach works alongside teachers weekly for a term. Coach runs ASA (Additional Support Area) at lunchtime one day a week - MDA	£400.00	Staff more confident in delivering lessons such as football, rugby and cricket. Children that may require additional support throughout lunchtime have a engaging experience and behaviour is improved.	Use staff to share expertise/knowledge to assist others. MDA/PE Support student to develop the ASA to engage further students.
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:
Additional Achievements: To offer a vast range of alternative activities to all pupils without any cost to the parents - to allow all children that wish to attend.	Outdoor Learning to a wide range of pupils across 3 days of the week. Gym trail - twice a week Gardening Club Healthy Cooking Club Indoor Sports - Boccia NAK Sitting Volleyball Scooter Workshop Skipping Workshop Bikeability, Yong Gi Do	£650.00 £250.00	37 Clubs ran across Autumn/Spring terms 342 children attended clubs - Autumn 2019 318 children attended clubs - Spring 2020 Whole school attended Skipping workshop. 150 children attended scooter workshop.	Teachers to run at least 1 club throughout the year. Survey children to establish what clubs they would like. Maintain availability to clubs across year groups.

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:	
To attend as many events as possible throughout the year. To allow the children the experience to compete at various venues. Children to embrace the opportunity to represent their school.	Dedicated staff member to plan the events to attend and organise Letters/RA/Transport etc Children competed at Copperbox and at London Aquatic centre.	£12600.00 £1000.00	Increased confidence in pupils especially those participating in SEND events. Sense of achievement by pupils, seen clearly by photos on website. 281 children attended events during Autumn/Spring.	To continue to attend as many events as is feasible. To embrace any new opportunities/events that are on offer throughout the year.	
Signed off by					
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Date:					
Subject Leader:	Sue Brown				
Date:	29.07.2020				
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