

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



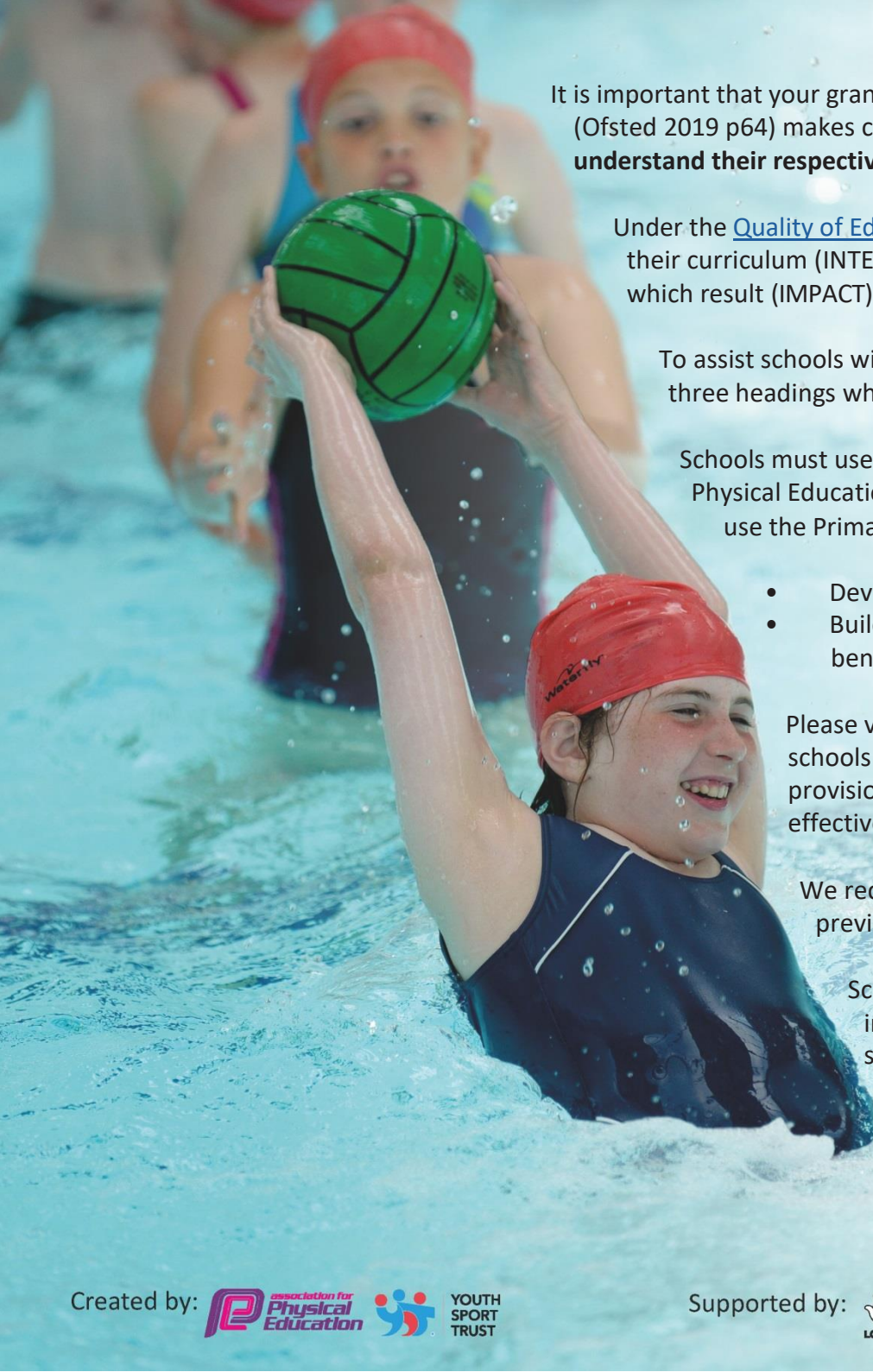
Department
for Education

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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:
<p>Offering a range of extra- curricular activities including new sports such as Handball to engage more pupils.</p> <p>All children in KS2 offered the opportunity to attend an OAA residential experience.</p> <p>Whole school sports days run twice to include ALL children. One for those invited back to school in June and on for those still in lockdown.</p> <p>Sports Crew in place who organised our first KS2 Dance competition (L1) leading to attendance at Partnership Festival.</p> <p>Gold School Games mark awarded</p> <p>Completed a staff audit of needs to ascertain Gymnastics as an area for CPD</p>	<p>Implementation of a consistent approach to planning and assessment through a whole school SoW.</p> <p>Develop further strategies to ensure children engage in 60 minutes of physical activity. To increase active learning and activity breaks. Staff to use the heat map to assess this.</p> <p>Raise the profile of Gymnastics within the school through purchase of better equipment, staff CPD and a Gym specialist mentor to work alongside staff.</p> <p>Consider ways to sustain and improve participation numbers in competitive sport and festivals. (In light of new Covid 19 guidelines).</p> <p>Further improve and sustain the range of extra- curricular clubs offered. Use data and pupil voice to target those pupils and age groups who have a lower attendance.</p> <p>Maintain (re-brand) the Change 4 Life club and continue to use previous member as leaders.</p> <p>Improve activity levels at playtime. Train and use sports leaders. Continue to train staff.</p> <p>To work towards Platinum School Games Mark</p>

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.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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 due to Covid 19 lockdown

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: £17,000+ £3544		Date Updated: 20 th July 2020	
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:
To ensure that those less active are active for 30 minutes a day.	Cherwell Activators in School weekly in term 1 and working with targeted less active children. Once lunchtime a week plus one curriculum session for year 6.	£200	Children from year 6 have used the activities learnt at activator sessions to lead and pass on games at lunch time.	Introduce more daily short bursts of activity e.g. daily mile or skip 2b fit.	
To encourage all children to be aware of the importance of a healthy active lifestyle. To raise the confidence of these children to take part in physical activities	Change 4 life Club for those less active children. lunchtime 2 x a week for 2 groups	£500	Change 4 Life children have a more positive attitude towards activity taking part in a CFL cricket festival with confidence and enjoyment. They are more aware of the importance of healthy lunchboxes. Taking part in cooking healthier recipes which they have taken home.	Purchase skipping ropes for each class.	Continue with Cherwell activators to support Sports leaders.
	Purchase of play equipment to encourage children to be active – Plastic – wipeable to be used once school reopened after Lockdown.	£200	Quality and quantity of equipment has improved which has led to children being better behaved,		Continue with Change 4 Life to support less active children.

			more active.	
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:
PE lead to attend cluster and partnership meetings to gain up to date training and guidance.	Regular attendance at primary sports meeting and Primary PE days.	Supply costs: £516	All guidance brought back to school and shared with head and staff in staff meetings. Pupils/staff kept up to date with initiatives and events across the partnership My personal best resources shared in order for it to be linked in to a whole school growth mindset initiative.	Purchase Teach Active to raise activity levels during maths and English lessons. Purchase of up to date Gym equipment to raise profile of this aspect of the P.E. curriculum

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:
All staff to receive in school CPD to help with planning and teaching for high quality PE lessons therefore ensuring successful learning. Teachers' confidence with striking and fielding improved with teaching, learning, planning and assessment. Equipment purchased to support delivery of sessions.	Book in a cricket coach through Chance to Shine programme. Coach to work alongside teachers delivering sessions. Staff CPD during staff meeting from Cricket Coach in school. Coach to lead an assembly and 2x cross curricular sessions (English/Maths)	£11	Some staff are using the Chance To Shine Portal and activities to deliver high quality PE lessons. These have been used post lockdown as they can be adapted to suit distanced lessons. Staff confident to link cricket with other curriculum areas.	Continue to use this scheme with a different set of teachers and pupils to further staff confidence when delivering this aspect of the curriculum. Purchase Complete PE to support the planning, implementation and assessment of high quality PE across the school. Continue with NOSSP affiliation.
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:

<p>Continue to offer a range of sports and activities based on pupil voice. Track % attendance at clubs</p> <p>Identify children who do not engage with clubs and find out how to meet their needs</p>	<p>A range of after school clubs are run each term for children across the age groups.</p> <p>Table tennis to be offered and resourced</p>			<p>Hire in a Gymnastics specialist to raise the profile of this aspect of the PE curriculum.</p> <p>To purchase equipment to support the extra curricular clubs e.g handball</p> <p>Top up Swimming</p>
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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:
100% of KS2 children to take part in a sporting event or competition throughout this year.	Annual membership to NOSSP Competitions offered and taken up.	NOSSP- £2000	All children from KS1 and Ks2 have been offered the opportunity to attend a range of sporting events KS2 Netball, Tag Rugby, Girls Football, Boys Football, Cross Country, Swimming, Dodgeball Indoor athletics, Table Tennis Ks1 Cross Country	100% attendance not met due to lockdown. Events from term 4 onwards did not take place. School to offer alternative intra school events in 2020/21 to ensure all children have access to competitive sport. Resources purchased to support safe access to a range of competitive sports.
Staffing arrangements allow children to attend all events safely.	Staff cover available to allow members of staff to attend and supervise events	Term ½ £860 Term ¾ £380	Pupil participation continues to be high. Pupils enjoy the tournaments and learn sports values and personal best skills.	
Transport arrangements allow access to competitions / sporting events and finals.	Sharing coaches with local schools where possible to keep costs down. Money available to meet any shortfall in transport costs to allow all children to have the opportunity to attend.			
100% of children to take part in a Whole School Sports Day/Week	Organise a whole school sports morning and phase sports afternoons. Two sports days were organised due to covid 19. This allowed children in Year 2 3 4 5 to be invited in for second sports day		100% of children who returned to school took part in a range of activities. (Fs3 to Year 6) Raising children's fitness levels, focusing of sports values and improving well-being.	

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Head Teacher:	Mrs Sarah Smith
Date:	20 th July 2020
Subject Leader:	Ms Nadine Sambrook
Date:	20 th July 2020
Governor:	Ian Bailey
Date:	30 th July 2020

Ideas moving forwards – 20/21:

NOSSP	£2000
Gym specialist in from January 1 day a week	£5000
Complete PE scheme	£500
Teach Active	£975
Supply cover	£500
Cherwell Activators	£400
Change4life	£750
Swimming teaching	£400
Gym equipment	<u>£5000</u>
TOTAL	£15625