

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

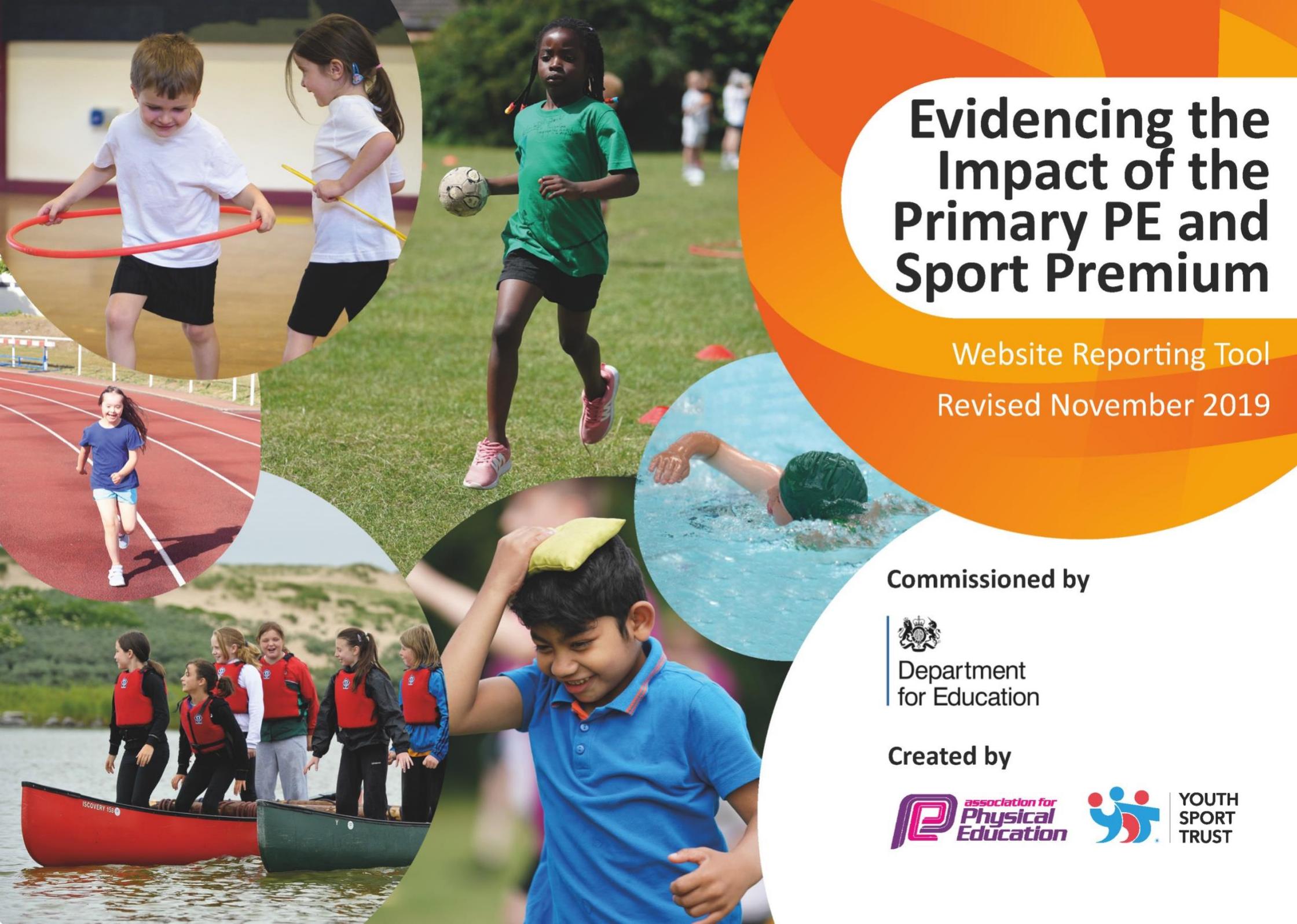


Department
for Education

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>Over 75% of pupils accessed extra-curricular sports activities in the 2018/19 academic year.</p> <p>All pupils were given specialist cooking and nutrition lessons to support their understanding of active and healthy lifestyles, supported by TGAT catering.</p> <p>All pupils were given increased access to sports activities through SSSP membership.</p> <p>All staff were offered CPD to increase their subject knowledge through SSSP membership.</p> <p>More engagement with competitive sports has taken place this year through the SSP. This has been celebrated in worship more often and thus raised the profile of PESSPA in school. We have also had an increase in SEND and PP attendance at sports and activity clubs.</p>	<p>Further curriculum development needed to work cohesively as a MAT to identify clear intent for the Sports Curriculum at each academy.</p> <p>Aim for 90% of pupils accessing extra-curricular sports activities, for a minimum of six weeks.</p> <p>Targeted 'Health Lifestyle' Clubs for pupils and their families needed as a longer term ambition.</p> <p>Look into new ways of assessing PE in school.</p> <p>Continue to develop active playtimes.</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>	100%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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?	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: £17810, <i>£9300 unspent due to Covid-19 restrictions</i>	Date Updated: 21.7.20		
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: 51%
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:
Raising awareness with parents regarding engagement with regular physical activity.	Articles in the newsletter. Promotion through Twitter. Signposting to physical activities.	£0	Greater profile through Twitter and signposting.	Needs further focus – termly sports newsletter for 20/21.
Marathon Kids initiative signposted to parents as part of regular daily activity for all pupils on the playground.	PE Specialist teacher to work with school leaders to maintain high profile of this initiative. Mon / Tues / Fri lunchtime & Thurs before school Marathon Kids lunchtime sessions.	£250	First half of the year shows greater commitment from pupils working towards a challenging goal. Greater enjoyment of exercise. Improved fitness. Improved concentration.	To be continued next year as restrictions impacted upon cycle with league tables updated half termly through collective worship. Add to inter house competitions.
Active Breaks and Lunchtimes	Playground staff allocated timetable of physical activities to be run through break and lunchtime. Signage and equipment purchased to Zone playground area	£1000	Improved range of activities and some equipment ordered.	Cycle incomplete due to restrictions – needs to be replicated next year.

Ensure movement breaks for all children during the day.	Interhouse sports competitions	£400	Pupils showed great enjoyment and enthusiasm for early activities.	Cycle incomplete due to restrictions – needs to be replicated next year.
	Equipment to be purchased to support playground games.	£1500		
	Different zones with weekly focus to encourage participation in new activities.	£150	Pupil voice	Signage and zones not completed due to restrictions
	Playleader training for UKS 2 pupils led by PE Sports Specialist teacher from SSSP.	£0 (part of package)	Playleaders actively supporting zoned areas and pupils engaging in a wider range of activities for 30 minutes a day.	Playleader training not completed due to restrictions as it was planned for late spring term, so will need to be undertaken next year.
Bikeability for Years 5 & 6	Organise for all Years 5 pupils to undertake Bikeability.	£0	Over 95% uptake in bikeability.	Will need to be replicated next year.
Highlight the existing bike racks at the front of the school building to encourage more pupils to cycle to school.	Promote use of bikes in newsletter and on twitter.	£0	Significant increase in pupils using their bike to travel to school until lockdown.	To be continued next year.
Additional sports clubs offered outside of the curriculum at no extra cost to pupils.	Offer a range of sports activities run at no additional cost. Develop pupil fitness and enthusiasm for a range of sports, including football, Netball, gymnastics, dance, Rounders, EYFS multi-sports. Provide kit with logo to instil a sense of competitive pride.	£2500	Improved coordination and confidence when using equipment. Pupils willing to try new sports and develop new skills. Greater enjoyment of exercise. Improved fitness. Improved concentration.	Cycle incomplete due to restrictions – needs to be replicated next year.

Enhanced Membership of South Solihull Schools Sports Partnership	Utilise membership to provide teacher CPD (Gymnastics, Dance, Rugby, Rounders, Netball, Cricket, Games & Athletics) Lunchtime staff training. Playground leadership training for UKS2 pupils	£1600	Increased expertise in delivery of PE by school staff. Beginning to see increased expertise of directed play activities by school staff and increased exposure to a range of activities for pupils. Improved play time provision for pupils.	Needs to remain a focus next year as cycle was incomplete due to restrictions.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 21% (not including SSSP opportunities)
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:
Assemblies, newsletters and displays used to celebrate and promote achievement in a full range of sports.	Achievements celebrated in assemblies and award of the week for effort in PE and Sport. Sports Person of the half term (across clubs/lessons/competitions). Awards log to be kept.	£500	At Celebration Assemblies we have awarded certificates for the mainstream sports but also various martial arts, acro-dance, specialist gymnastics and cycling.	PE Leader to maintain and review PE and Sport Displays around the school.
PE noticeboard in school hall.	Noticeboard to be used to promote PE activity and record pupil achievement in Marathon Kids and other sports initiatives.	£100	Noticeboards reflect a range of sports.	Sports Leaders to engage in promoting sport through the board.

<p>Role Models – source local sports people, coaches etc to come into the academy and talk to the children about their achievements and the benefits of sport and physical activity.</p>	<p>Research local sports people including those who are involved in para sports. Explore links to 2020 Olympics.</p>	<p>£400</p>	<p>Range of experiences built into PE and PSHE curriculum.</p>	<p>Staff and pupil health and wellbeing are recognised and valued.</p>
<p>Raise the profile of mental health and well-being in the school; including benefits of sport on mental health.</p>	<p>Teaching staff to attend training to learn more about successful initiatives and practices: Mental Health First Aid Training.</p>	<p>£600</p>	<p>Identified staff trained in as MH first aiders, and working in conjunction with Thrive practitioner and PE lead. Curriculum supports children to recognise the importance of activity in contributing to positive physical and mental health.</p>	<p>MHFA and Thrive practitioner need to be involved in planning a recovery curriculum, including a focus on physical health and wellbeing supported through activity and sport.</p>
<p>Outdoor learning focus - Forest School developed as part of the curriculum offer.</p>	<p>Forest School Leader to be trained and qualified. Planned weekly outdoor learning sessions for pupils. Each child in school to undertake a half terms activity over the school year.</p>	<p>£2000</p>	<p>Leader in place and outdoor learning curriculum developed.</p>	<p>Training postponed due to restrictions (until Nov 20), so will remain a focus for next year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21% (not including SSSP opportunities)
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:
Curriculum review – to include Intent, implementation and impact of PE at TGPASJ.	PE Lead to attend PE Subject Lead meetings and CPDL within the Academy Trust.	£500	PE lead confident in articulating the three I's for the subject, allowing for local context.	Continuing with support of TGAT Trust lead.
Identify areas for development in staff subject knowledge and practice.	PE Subject Lead to liaise with SLT to ensure staff meeting time was allocated in order to disseminate to staff. Provide cover so PE Specialist teacher can team teach/observe all members of staff at least once.	£1500	Regular cycle of CPD offered to staff over the three terms, in order to develop all staff. Management time allocated for all middle leaders at least termly.	Cycle not completed, needs to continue next year.
	Purchase of resources to support planning and delivery of PE lessons - focus on games and athletics.	£1200	All sports fully resourced and cycle in place for cleaning, repairs and replacement.	PE lead to build monitoring of quality and use of resources into QA cycle.
	PE specialist teacher to train teachers in skills and techniques for teaching - focus on gymnastics (spring term 2020); games and athletics (summer term 2020).	£500	Through QA activities photographs collected and best practice shared. Short videos shared on Streams for staff development.	Cycle not completed, needs to continue next year.

Join afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date.	Accessed membership information on afPE website	£150	Membership used to strengthen leadership and offer quality CPD to staff.	Membership to continue next year, the use of which to be built into logic models.
Enhanced Membership of South Solihull Schools Sports Partnership	Utilise membership to provide teacher CPD (Gymnastics, Dance, Rugby, Rounders, Netball, Cricket, Games & Athletics)	(already accounted in budget see K11)	All staff, of all levels, to be able to access training to enhance their understanding and delivery of specific sports skills. PE lead tracking impact of CPD on provision.	Cycle not completed, needs to continue next year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12% (not including SSSP opportunities)
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:
Review academy School Sports Club provision.	Investigate providers who will offer alternative sports. e.g Premiere Active	£150	All staff delivered at least a half term enrichment club to promote increased activity and healthy lifestyles.	To continue, PE lead to track engagement and impact through pupil voice.
Focus on children who do not access School Sports Clubs at present.	Subsidised use of facilities for After School Clubs and activities	£1900	Increased number of PP and low income families pupils accessing clubs, even those run by external providers. Kit provided for three pupils.	To continue, PE lead to track engagement and impact through pupil voice.
	Survey pupils to ascertain the clubs they might like to participate in.	£150	Expected that a greater number of pupils will attend clubs and activities if they reflect their	Survey will be issued in autumn term 2020, to plan for spring 2021.

<p>Enhanced Membership of South Solihull Schools Sports Partnership</p>	<p>Explore free taster sessions from organisations in local area.</p> <p>Ks2 children to attend local sports events to succeed and gain confidence.</p> <p>Utilise membership to provide opportunities for new sports – dodgeball, cheerleading, sitting basketball, dance, golf, balance bikes</p>	<p>£0</p> <p>£0</p> <p>(already accounted in budget see K11)</p>	<p>interests. CPD can also target areas of need more effectively.</p> <p>Plans in place to signpost to local events, but all cancelled due to restrictions so will continue next year.</p> <p>Parents know the range of Physical activities, PE and Sports that children are involved. Good sportsmanship is integral and valued throughout play and sport. This can be seen within lessons, as each class should be asked for a sportsmanship player (someone who has shown the sports values) each lesson. Children’s achievements are displayed on the Sports Board. Sporting achievements are on newsletter and Twitter.</p>	<p>To continue, PE lead to track engagement and impact through pupil voice.</p> <p>Continue to sign post local clubs and advertise links with existing providers on the website and throughout letters. Sportsmanship is linked with our PHSE curriculum/Sports Day/all team sports/all PE lessons.</p>
---	---	--	--	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12% (not including SSSP opportunities)
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 pupils have the opportunity to participate in competitive sport whether through inter-house, inter-academy, local, regional and national competitions.	Survey parents regarding clubs attended out of school. Attend local partnership meetings.	£0	Children taking part in sporting events, wearing the kit have said they feel proud to wear them. Children have said that joining competitive sports with the house competition has made others want to join in with competitive sports.	Parents views need to be collected.
Develop team work and collaboration. Foster enjoyment of health and fitness and recognition of different abilities and talents. Encourage healthy participation in competition and sense of fair play and sportsmanship.	Entry fees for swimming galas and other sporting competitions.	£100	Good sportsmanship is integral and valued throughout play and sport. Children’s achievements are displayed on the Sports Board. Sporting achievements are on newsletter and Twitter.	To continue, PE lead to track engagement and impact through pupil voice.
Identify pupils with talent and signpost them to clubs and coaches.	Develop partnerships with sports providers.	£0	Pupils supported to identify and take advantage of opportunities to reflect their talents.	
Enhanced Membership of South Solihull Schools Sports Partnership	Utilise membership to provide opportunities for inter school competitive sport.	(already accounted in budget see K11)	Pupils able to engage in competitive sport – football, netball, cheerleading competition, dance competition, small schools	To continue, PE lead to track engagement and impact through pupil voice.

			sport, athletics, cross country.	
--	--	--	----------------------------------	--

Signed off by	
Head Teacher:	Sarah Deakin
Date:	21.7.20
Subject Leader:	Hannah Fellowes / Sarah Deakin
Date:	21.7.20
Governor:	Holly Lynch
Date:	21.7.20