



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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TRUST



Created by:  **association for Physical Education**  **YOUTH SPORT TRUST**

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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.

Vision for the Primary PE and Sport Premium

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Boys' Oxfordshire County Champions Regional round National Cup – South East of England (Boys' Football) Girls' Football – numerous county matches Participation in Oxfordshire Dance Competition A variety of other sporting competitions within the county such as athletics, netball and archery. 96% of Year 6 children confident in swimming High quality coaches delivering a variety of sports across the school. Ensured plans show a broad and balanced curriculum. PE and Sport promoted around school – notice board, newsletters, assemblies.</p>	<p>Outside athletes of sports personalities to deliver inspiring and motivating workshops. Professional athletes and companies to deliver a variety of workshops throughout the school. Introduction of sports super star of the term and of sports captains. Develop further links with secondary schools to increase opportunity for CPD Continue to look into offering a variety of extra-curricular clubs, promoting non-traditional sports such as archery, fencing, cheerleading. New staff polos/ jumpers for staff to promote PE, raise profile within and outside of school at events. Playtime activity boxes. Staff questionnaire analysis, new CPD needs, areas of development.</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>	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	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?	Yes/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: 2020/21	Total fund allocated: £19,382	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: 18%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?	
All pupils understand how to lead a healthy lifestyle and the importance of exercise. All pupils engaged in daily exercise (30 mins in school)	<ul style="list-style-type: none"> Year 2 to 6 complete a daily mile or Joe Wicks workout, two to three times a week. Reception and Nursery to start each morning with Cosmic Kids yoga or Morning Movers. Wide range of PE equipment for each classes. Equipment for lunch and break times to encourage exercise. Pupil Voice to monitor whether children know how to be healthy. Consider staggered lunch breaks to enable more space for physical activity (post Covid). Signposting to PE clubs 	£2000 for additional lunch time supervisor provision. £1000 for resources. £500 for clubs.	All pupils engage in 30 mins of exercise whilst in school each day. Due to Covid restrictions, clubs could not go ahead as usual. Children have the space and resources to be physical and active at play times. Families are aware of the Sporting offer in the community and children engage in sports clubs across the county and holiday events. Physical activity is incorporated into a wide range of lessons.	

<p>Where possible, to ensure lessons involve physically active learning to engage children in higher levels of physical activity throughout the day.</p>	<p>outside of school in the newsletter.</p> <ul style="list-style-type: none"> • Lessons to involve Numeracy songs, drama, outside learning, dance breaks, Science songs(GoNoodle) 		<p>Lesson monitoring shows that children are active and engage well in exercise.</p> <p>Children know how to be healthy and how to lead a healthy life style. Pupil Voice evidences this.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 25%</p>
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>Children’s achievements and successes in PE and Sport highlighted in whole school events and clearly evident around school.</p> <p>PE and Sport used to engage and help increase children’s motivation in core subjects. Improved quality of children’s physical literacy, particularly in KS1.</p>	<ul style="list-style-type: none"> • Promote sporting success and achievements in assemblies, in the newsletter and on PE board. Sports Superstar of the term – awarded across school for effort and commitment towards sporting values. • Children take part in Go Noodle exercises before literacy and numeracy to increase their physical literacy and gross motor skills. • New Cornerstones curriculum includes PE 	<p>£100 Cornerstones. £2500 EYS £500 towards sporting events/ visitors monitoring of lessons- release time and cover for PE lead/ SLT £400 £1300 CPD as needed.</p>	<p>Due to Covid restrictions children’s successes were celebrated in class rather than whole school. Whole school sports day was celebrated online for all children to be a part of. Certificates for the winning house.</p> <p>Children are more active in lessons and teachers are incorporating movement breaks and physical elements into their lessons. Teacher conversations and drop ins and pupil voice evidence this.</p>	

<p>PE is monitored as part of the wider curriculum and leaders are confident that the quality of PE learning is good.</p> <p>Street Tag introduced across the</p>	<p>aspects to promote cross-curricular involvement.</p> <ul style="list-style-type: none"> ● EYS coaches involved in school events with links to activities outside of school. ● Whole school events including Race for Life, The Big Morning Move, Flash Mob dance for charity and whole school workout sessions. ● A wide range of sports clubs including dance, football, netball and running club. ● KS2 distance competition. ● Sports captains in Year 5/6 to promote leadership and increased engagement. ● PE lesson drop-in's to be planned on school monitoring schedule. ● PE leader can identify school strengths in PE teaching and areas to develop. ● CPD opportunities planned for teachers. ● PE leader to be confident in lesson judgment with support of deputy headteacher/ headteacher. ● To promote fitness across 		<p>An increase in outside learning opportunities are planned in where possible.</p> <p>Professional conversations show that the teaching is of a high standard. Children are progressing well against key skills.</p> <p>When our school was due to start</p>	
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school community.	the school community and to encourage families to keep active out of school.		Street Tag, the cycle was postponed.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
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>Sports coaches employed to support the professional development of teachers.</p> <p>Good quality equipment used during lessons.</p> <p>To improve the quality of the lessons being taught.</p>	<ul style="list-style-type: none"> ● Rising Stars PE planning to deliver high quality lessons. ● Skills progression to ensure extensive coverage of key skills. ● Staff meetings to promote ideas for outstanding lessons and ensure staff are competent with using equipment safely. ● Buddy coaching to promote ideas and develop confidence and best practice. ● Working with local secondary schools to provide a wider range of PE activities and CPD with staff. ● Swimming training for staff. ● Bank of warm up ideas for staff to use. ● EYS coaches to model best practice and share 	<p>£150 Leadership time x6 afternoons per year. Cover from HLTA</p> <p>Swimming training- £200</p> <p>Staff meetings and prep for this approx. £300</p> <p>EYS modelling £3000</p>	<p>Children are showcasing skills to a high level and are positive about the lessons - pupil voice and teacher assessment. Teachers are more confident with delivering engaging warm ups and key skill drills and games - teacher conversations.</p> <p>PE equipment checked regularly and looked after well by staff.</p> <p>Shared bank of ideas and Rising Stars plans, show the quality of lessons are improving. Teachers feel more confident delivering engaging and motivating lessons throughout the school.</p>	

	<p>expertise.</p> <ul style="list-style-type: none"> ● CPD training, eg: gymnastics coaching 			
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>35%</p>
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>Additional achievements:</p> <p>To offer a wide range of activities in and out of school to maximise pupils' physical activity levels.</p> <p>Disadvantaged children to be targeted to raise participation in</p>	<ul style="list-style-type: none"> ● EYS coaches to offer specialist lessons and a range of activities. ● A variety of sports clubs offered in school. ● Signposts in newsletters to out of school clubs. ● County competitions and local school competitions. ● Oxfordshire Dance competition. ● Swimming Gala. ● Athletics competition. ● Sports captains to help promote and motivate key children. ● Registers taken to ensure a wide variety of children 	<p>£2000 EYS</p> <p>£1000 staff time in organising events. Member of staff to lead organisation of Didcot Swimming Gala.</p> <p>£200 sports campaigns</p> <p>£500 clubs.</p> <p>£3000 swimming</p>	<p>Due to Covid restrictions clubs did not run this year.</p> <p>Swimming did not take place due to Covid restrictions.</p> <p>Even though extra-curricular clubs did not take place, regular PE sessions and free play take place. Children are encouraged to be active and outside learning is used well.</p> <p>Many children attended clubs online or outside when possible.</p> <p>Disadvantaged and targeted children were monitored by SLT</p>	

<p>sports clubs.</p> <p>Certain children to be targeted to help increase fitness levels and well-being.</p>	<p>attend.</p> <ul style="list-style-type: none">● SLT check in with parents to monitor well-being.● Trained TA leads swimming across school, trains staff, and creates schemes of work and bespoke lessons to drive standards.● Swimming lessons in Year 4, 5 and 6 to above national requirements and achieve almost 100% in Key Stage 2 outcomes.		<p>and encouraged to be active in school.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<p>To ensure all children have access to high quality competitive sports.</p> <p>To ensure transport is provided.</p>	<ul style="list-style-type: none"> Year 5/6 Swimming Gala, ensuring all children participate. KS2 children- competitive sports competitions within local area. Sports Day Competitive Sports Day KS2 running distance competition. Oxfordshire Dance competition. Continue to build links with local schools to ensure competitive competition is maintained. Staff to have business insurance to provide transport to fixtures. Coaches booked to transport larger numbers of children to events. Spaces to be allocated for disadvantaged children in all clubs. To be monitored 	<p>Swimming gala £150</p> <p>Internal competitions £200</p> <p>£150 sports day resources</p>	<p>Due to Covid restrictions competitive competition did not run this year.</p> <p>Swimming did not take place due to Covid restrictions.</p> <p>All children took part in Sports Day. All children competed in at least 2 events.</p> <p>Even though extra-curricular clubs did not take place, regular PE sessions and free play take place. Children are encouraged to be active and outside learning is used well.</p> <p>Many children attended clubs online or outside when possible.</p>	

Targeting disadvantaged children to engage in competitive sports.	by SLT.			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	