

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



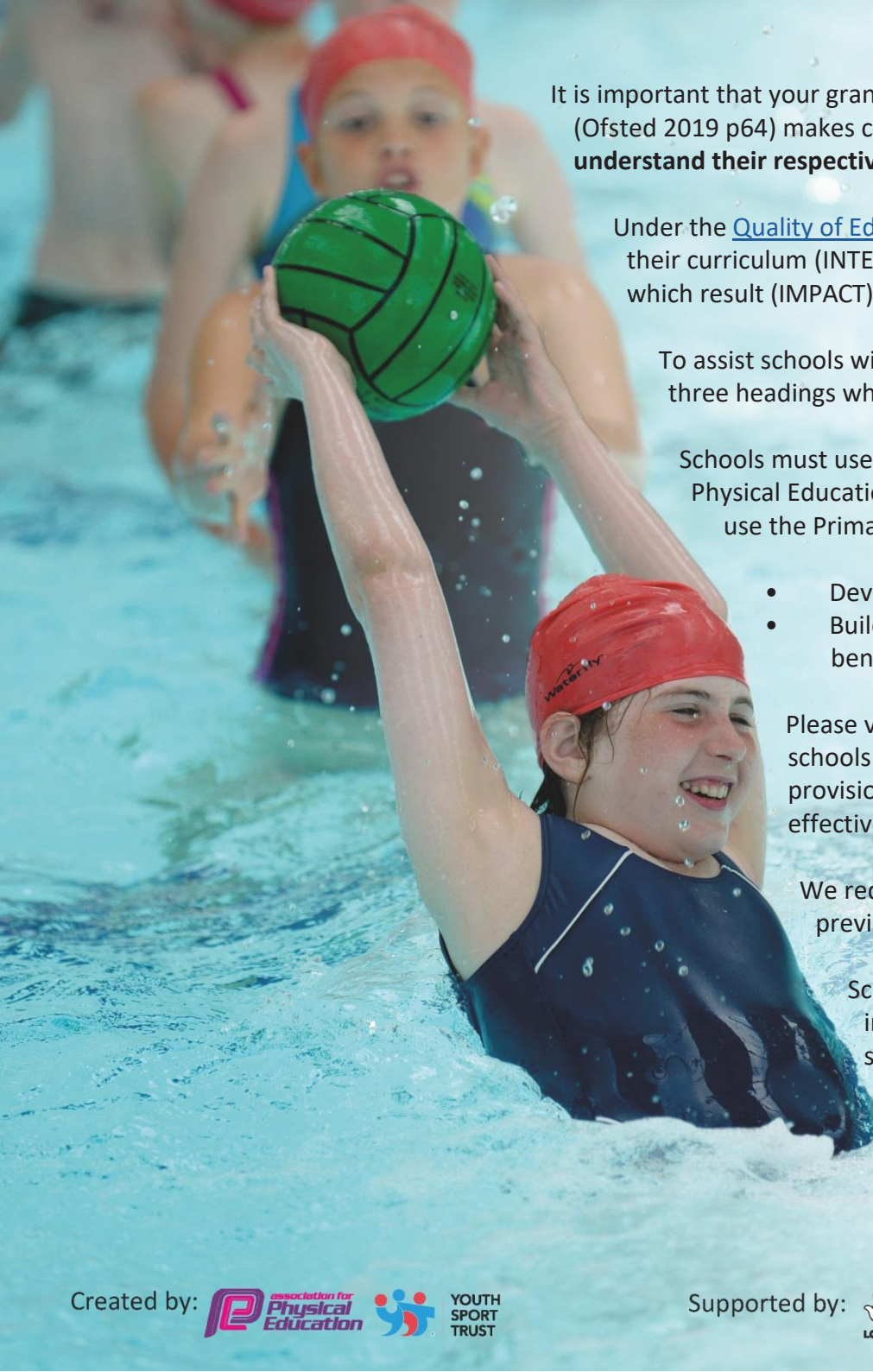
Department
for Education

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • 95% of children in the school (taken from the Sport England questionnaire completed by a Year 2, 4 and 6 class) feel confident when exercising and playing sports, 98% enjoy taking part in exercise and sports and 100% feel they understand why exercise and sports are good for them. • Introduction of Sports Newsletter. • Champions planning being used from year 1-6 (a readily available bank of teaching resources to enable the staff to feel more confident with the planning and delivery of PE and Games lessons). • Sport captains and representatives on the School Council embedded. • A variety of ball sports introduced on the playground during break and lunch time. • Every child participates in the 'Junior Jog' 3 times a week. • A variety of workshops (1 per term) available in Year 6 in order for the children to broaden their skill set by trying different sports. • PhysiFUN cards embedded and Sport Leaders (Year 5 and 6) lead playground games for the younger years. • Sport Leaders helping at confederation events. • Introduction of a Yoga club to ensure mental well-being is addressed as well as physical well-being. • Competing in a huge amount of competitions and festivals and placing well. 	<ul style="list-style-type: none"> • Introduce before-school sports clubs. • Further develop the range of clubs through the use of TAs. • Develop systems to monitor the amount of children participating in clubs and teams. • Develop provision for children identified as inactive. • Strengthen links with local secondary schools. • Introduce Daily Mile type activity at the infant site. • Develop an outdoor gym for curriculum PE, extra-curricular activities and break times at the junior site and broaden activities on the AstroTurf at the infants to increase engagement. • Increase opportunities for other year groups to have taster sessions on a variety of different sports. • To create an active school culture across the whole school day (in all aspects of the NC) for all pupils. • Further develop staff CPD.

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>	85%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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

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: £23,510		Date Updated: 10/07/2020	
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:
					45%
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:
<ul style="list-style-type: none"> All children engage in and recognise the importance of regular physical activity for their mental and physical well-being. A positive culture integrates physical activity into the school day through active travel to and from school, active playgrounds and active lessons. More children attend school earlier, eat a healthy breakfast and engage in 15-20 minutes of physical activity. What children know and learn is consolidated through links with local secondary schools and community sports clubs. 	<ul style="list-style-type: none"> Continue to implement the 'Junior Jog' 3x a week. Introduce Daily Mile type activity at the infant site. Astro-turf maintenance at both sites. Stopwatches/bands/equipment for infant children. Introduce before-school sports clubs at junior site. Develop an outdoor gym for curriculum PE, extra-curricular activities and break times at the junior site and broaden activities on the AstroTurf at the infants to increase engagement in physical activity. Further develop the range of clubs through the use of TAs. Strengthen links with local secondary schools and community sports clubs. 		£500 £2,875 £24 £2,953	<ul style="list-style-type: none"> Children participate regularly and make progress from their baseline assessment. Attitude towards learning improved – better concentration in afternoon lessons. Children are trained and run PhysiFUN playground games throughout the week for children in the younger years: well-being. Sport Leaders help with the organisation of the Junior Jog. Children identified as inactive show increased engagement in sport. Increased numbers of 	<ul style="list-style-type: none"> Outdoor gym for curriculum PE, extra-curricular activities and break times at the junior site increases engagement, especially from inactive children. A broader range of activities on the AstroTurf at the infants increases engagement, especially from inactive children. 'Junior Jog' and before-school running club firmly embedded in the everyday school routine. Replace equipment when required. Develop systems to monitor the amount of

<ul style="list-style-type: none"> Children (and adults) act as role models for mental and physical well-being through Sports Leaders, PhysiFUN and gifted and talented provision. PhysiFun cards to implement into playground (through sport leaders) to target children who do not attend a sports club and encourage regular physical activity. 	<ul style="list-style-type: none"> Develop provision for children identified as inactive. Enter Active Surrey 'Inspire' events and festivals hosted by schools in the confederation to enable the less active children to participate in a range of sports. Training for Year 5 and 6 Sport Leaders in order for them to deliver playground games for lower year groups. Allocated areas of playground/astro-turf to each ball sport. Additional staffing for active playtime. Use of the newsletter/sport newsletter to promote active travel to and from school. Engage in initiatives such as the Golden Boot Challenge. Additional members of staff (2) to order food, prepare and supervise activities 	<p>£150</p> <p>£2,356</p> <p>£1,745</p>	<p>children engaging in active journeys to and from school.</p> <ul style="list-style-type: none"> Positive impact on behaviour (at lunch times) and learning in the afternoons through professional dialogue between teachers and TAs. 	<p>children participating in clubs and teams.</p> <ul style="list-style-type: none"> Increase the number of in and out of school 'friendlies'. Increase opportunities for other year groups to have taster sessions on a variety of different sports. Continued funding for Sports Leader training. Additional members of staff (2) to prepare food and supervise activities.
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<p>Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 8%</p>
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Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<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 £1,900</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>

<ul style="list-style-type: none"> • The profile of PE is high to ensure children are enthusiastic about PE and extra-curricular activities. • Dedicated noticeboards in the school raise the profile of PE and sport for all visitors, children and parents. • The school environment emphasises mental and physical well-being. • A list of 'core values' for sport is embedded through the school. • Positive sporting role models are used to inspire children. • Visits from role models/local sporting personalities enable pupils to identify with success and aspire to be a local sporting hero. • KS1 and KS2 children work together as part of living the core values. 	<ul style="list-style-type: none"> • A dedicated sport newsletter to be sent out to parents once a half term (6x a year). • Inform parents of what the children are covering in PE and Games and promote the wide variety of clubs and sporting activities. (also through Twitter) • Sports page in the school newsletter. • Use of the newsletter/sport newsletter to promote active travel to and from school. • Strengthen links with local secondary schools and community sports clubs. • Continue to make sure the boards are updated bi-weekly. One member of staff to be responsible and involve the children who took part to create the match reports; giving them an opportunity to take on leadership roles. • Create a list of role models to invite to talk in assembly. • Invite to 'Bright Futures' talks. • Sport leaders run festivals for Infant children. • Continued monitoring of sports leaders. • Introduced a cross-country running before-school club in the Autumn term. 	<p>£550</p> <p>£550</p> <p>£300</p> <p>£500</p>	<ul style="list-style-type: none"> • Positive response from parents regarding the sports newsletter. Parents emailing in achievements of children in order for them to be included half termly. • Children feedback in assemblies; boosting their self-esteem and confidence. • Match reports written by children are read in assembly and put up on the dedicated sport noticeboard. • Noticeboard commented on during learning walks and when visitors are shown around. • Cross phase links embedded with local secondary schools and community sports clubs. • 'Core values' are displayed and discussed in lessons. • Increased numbers involved in a range of sporting activities. • 'Bright Futures' talks inspire many of the children. • KS2 and 3 children help run events. 	<ul style="list-style-type: none"> • Purchase noticeboard / trophy cabinets in reception to ensure sport is very visual. • Replenish cards and equipment for active play when needed. • Ensure a sporting role model/local sporting personality visits at least once a year for each year group. • Strengthen links with local secondary schools and community sports clubs.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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: £4,010	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Staff are confident to teach a range of sports. Training (teachers and TAs) supports a wide variety of sports. Planning of teaching and learning across KS1 and KS2 enables staff to feel confident in delivering the NC. 	<ul style="list-style-type: none"> Audit of teacher and TA confidence in teaching different sports. Book on to appropriate course and conference with 'Active Surrey'. Provide staff training on twilight sessions / INSET days. Teachers with particular qualifications/expertise to model teaching/lessons. Release PE co-ordinator to monitor the teaching of PE and Games across the school. Sport Showcase presentation and training to all members of staff about the intent, implementation and impact of the PE/Games curriculum and sporting opportunities. 	<ul style="list-style-type: none"> £370 £350 £370 £370 £1,810 £740 	<ul style="list-style-type: none"> Better subject knowledge for TAs, therefore, confident to take a more active role in lessons/lunchtimes etc. Especially in the running of the Junior Jog. Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. Subject leader more confident when undertaking lesson observations - able to provide effective feedback and lead discussions. Skills, knowledge and understanding of pupils are increased significantly. Pupils thoroughly enjoy PE and sport, are very keen to take part and demonstrate a real desire to learn and improve. 	<ul style="list-style-type: none"> Continue to train staff by ensuring they choose the appropriate course for them. Use twilight sessions / INSET days to provide training. Ensure all new staff are trained in the safe practice of equipment (particularly the apparatus equipment). Staff work together/share good practice, leading to better confidence and more staff keen to get involved thus ensuring extra activities will continue and expand.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 22%
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: £1,954	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All children across the school are provided with opportunities to experience a broad range of physical activities so they are both physically and mentally well. To increase the range of clubs offered to the children, including those that relate to mental health and well-being. To create further links with the local sporting and school community. 	<ul style="list-style-type: none"> Purchase 'Active Surrey' school membership which enables the children to enter a wide range of sporting events. Ensure all events (competitive and festivals) run by the local sports confederation are entered, providing transport where required. Ensure as many events run by 'Active Surrey' (from 'aspire' to 'higher') are entered, providing transport where required. Increase the amount of sporting taster workshops for all year groups, enabling them to participate in a broad range of different physical activities. Provide seasonal extra-curricular activities for all children to take part in. Clubs list revised every term. PE curriculum lead to ensure sport is represented well. Provide swimming tuition to a group of Year 5 children requiring 	£950 £120 £300 £30 Handball £160 Lacrosse £160 Fencing £160 £1,810 £558	<ul style="list-style-type: none"> Each year group involved in extra-curricular activities and all teachers feel more confident teaching new activities. Instances of pupils not bring kit to school is low and as a result progress and achievement in curriculum PE is good. 98% of pupils say they enjoy sport with many wanting to get involved in more activities. Cross phase links embedded with local secondary schools and community sports clubs making full use of different facilities. Increased number of pupils attending a range of sport clubs at lunch times and after school. 	<ul style="list-style-type: none"> To continue to target inactive children and those who lack opportunities outside school for extra sporting provision. Develop systems to monitor the amount of children participating in clubs and teams. Increase the number of in and out of school 'friendlies'. Strengthen links with local secondary schools and community sports clubs. Outdoor gym for curriculum PE, extra-curricular activities and break times at the junior site increases engagement, especially from inactive children.

	<p>additional support.</p> <ul style="list-style-type: none"> • Built an outdoor gym for curriculum PE, extra-curricular activities and break times at the junior site increases engagement, especially from inactive children. • Developed a system to monitor the amount of children participating in clubs • A 'Daily Mile' type initiative introduced at the infants (Active Infants). 	<p>£360</p> <p>£720</p>		
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Date:	10/07/2020
Subject Leader:	
Date:	
Governor:	
Date:	