



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"> • All children in KS1 and KS2 represent their school at festivals in the local area. (All the festivals were planned for the 2019-2020 school year but not all went ahead due to COVID-19.) • All children represent their house in competitions every half term. (Again due to COVID-19 these competitions could not take place during the Summer Term.) • Each half term a skill is identified and children are encouraged to beat their Personal Best. Every time a child beats their personal best they receive a House Point and the children who make the most progress through the half term are recognised and celebrated in front of the whole school. During the Summer Term children were encouraged to complete the Personal Best Challenges at home. • Playtimes are more active. We have permanent equipment available at all playtimes. A choice of equipment is provided during lunchtimes to promote different activities. KS2 children support KS1 children through their roles as Play Leaders. • Collaboration with other schools in the local area. A strong team of PE leaders in our ACCT community allows the children from all schools to work collaboratively as well as compete against each other. • KS2 children given opportunity to take part in qualifiers. This year our Athletics team made it through to the next round and competed against schools in the North Devon Area. 	<ul style="list-style-type: none"> • To further develop the Sports Leader role and to ensure that the Sports Leaders and PE coordinator meet at least every term. • To ensure children make informed choices about their physical, emotional and mental well-being. • To support children in becoming effective leaders. • To establish an appropriate level of challenge in planned activities. • To improve the teaching and assessment of PE through a monitoring schedule. • Children to choose and be responsible for class equipment to access at playtimes.

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.	100%
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?	96%
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 Years 3&4 swim for 10 weeks to meet NC requirements. Due to COVID-19 Year 3 were unable to swim this year. Selected children from Years 5&6 attend top up swimming lessons for 10 weeks in the Autumn Term.

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: 2018/19		Total fund allocated: £		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:
					1%
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"> To ensure children make informed decisions about their physical, emotional and mental well-being. More children to take part in active playtimes. 	<ul style="list-style-type: none"> New resources available for playtimes. 		£238.44	<ul style="list-style-type: none"> All children had access to permanent play equipment from the beginning of the year. They now have access to other non-permanent resources that have helped to develop activity levels further. 	<ul style="list-style-type: none"> The permanent play equipment requires very little maintenance or further spending. The non-permanent equipment will need to be replaced when required but children are learning the importance of caring for their equipment. The Personal Best Challenge is on-going and has cost nothing this year.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
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"> Children to be safe in water as we live in a county with lots of access to open water. Opportunities provided for children to lead and volunteer. 	<ul style="list-style-type: none"> Children in Years 5&6 who are not confident swimmers receive top up swimming lessons. House Captains organise and run competitions based on their own expertise and the children's interests. 	<p>£406.25</p> <p>£39.60</p>	<ul style="list-style-type: none"> 100% of the Year 6 cohort are able to swim 25m in a variety of strokes and 96% of the cohort were able to perform a safe self-rescue. The House Captains had developed a great timetable of activities to run for the rest of the school but as the majority were timetabled for the summer term the COVID-19 school closure stopped them from taking place. 	<ul style="list-style-type: none"> House Captains would usually train their Vice Captains to enable a smooth transition in September but as most of this transition was due to happen in the summer term it was unable to take place due to the COVID-19 school closure.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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"> To improve the quality of PE teaching through continued professional development. To inspire children to try new things by providing a wider range of opportunities. 	<ul style="list-style-type: none"> West End in Schools ran workshops for FSU and KS1 children. Teachers took part in the workshops and learnt a new way of inspiring children to use their imaginations and to combine dance with drama connected to a topic. Local Tennis club coaches to lead lessons alongside class teachers. 	<p>£208.78</p> <p>£500</p>	<ul style="list-style-type: none"> Pupils and teachers alike were inspired to try many new skills, such as working differently as a team, using new stimulus to inspire movement and creativity, working independently and collaboratively to create a performance. Due to COVID-19 the Tennis lessons were unable to take place in the Summer Term but will take place as soon as it is possible and safe to do so. 	<ul style="list-style-type: none"> Many skills were learnt by both the children and the teachers, which can be used in future PE, Dance and Drama lessons. However the day was so inspirational and exciting that it would be great to repeat it in future years. Different classes were selected to take part in the Tennis Lessons compared to last year so that different teachers were given the opportunity to learn from experts.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				92%
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 in KS1 and KS2 to represent the school in a non-competitive festival. Children to be given the chance to experience a broader range of opportunities and events. 	<ul style="list-style-type: none"> Children to work collaboratively with other children of a similar age from schools in the ACCT community. The purchase of a new minibus to enable children to attend a wider range of opportunities without the prohibitive cost of hiring a coach. 	<p>£158.05</p> <p>£14,995</p>	<ul style="list-style-type: none"> Children really enjoy these festivals and the chance to work in teams with other children from different schools. Not all of the festivals were able to take place this year due to COVID-19. Children are able to attend more events especially those aimed at smaller groups of children. Previously we would select events for whole class groups to make the coach hire worthwhile. 	<ul style="list-style-type: none"> Children from older years are now able to assist the running of festivals for younger children as well as attending the festival appropriate for their age group. The minibus will require upkeep and maintenance but the day to day running such as petrol costs will be supplemented by voluntary donations from parents of children who are attending the event.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				<1%
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"> KS2 children to be given the opportunity to take part in qualifier events and to be selected to represent the school based on their skills and achievements. 	<ul style="list-style-type: none"> Cross Country event at Great Torrington School 	£20	<ul style="list-style-type: none"> The children take great pride in representing their school and through recognition in Assemblies inspire others to want to take part in future competitions. 	<ul style="list-style-type: none"> With the addition of the new school minibus we are able to take part in a wider range of competitive activities, as we are no longer prohibited by the cost of hiring a coach. As such we are able to send small groups of children rather than restricting attendance to events for whole class groups.

£16,566.12

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

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