

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Received Gold level award for the second year running for the School Games Mark. CPD swimming for all new staff that started in Sept 2019 already carried out. Variety of CPD opportunities delivered to staff in delivering inclusive PE, swimming, gymnastics, tennis and whole school INSET on teaching games for understanding. Staff CPD during partial closure well attended (list provided) Increased participation at SEND level (opportunities through SSP inclusive events) – Boccia and curling festival, inclusive bowling. Developed relationship with Somerset Cricket board and Bath Rugby foundation to deliver coaching and sporting opportunities to children. Achieved Bronze award for Banes sustainable travel mode shift award. Competed in a number of local competitions and achieved some good team and personal results. Introduction of kids yoga with trained external yoga teacher. High uptake of staff PE CPD during partial school closure from March-July. 	<ul style="list-style-type: none"> More visiting coaches to address unmet needs in variety of year groups. Investment in outdoor area to provide resources and better facilities for active playtimes. Training for SMSAs to actively engage in lunchtime supervision Develop use of sports council to lead lunchtime competitions and games. Continue to develop newer sports and clubs within school to support targeted groups of children in school to access PE (boccia, curling, fencing). Purchase new equipment in order to provide better sports opportunities and PE lessons to all children. Purchase new competitive kit to increase presentation standards at events. Signed up to Mediation Rocks scheme as a trial – will evaluate and look to continue across the school if successful

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>	<p>%</p> <p>TBC July 2021</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% TBC July 2021
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% TBC July 2021
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: 2020/21		Total fund allocated: £19,350 SH	Date Updated: 01/10/20	
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:
				%
Intent	Implementation		Impact	25% (£4,837.50)
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:
Improve school offer of intra-school sport for all pupils.	Build capability, capacity and resources available to the Sports Council to provide quality and consistent intra-school sport opportunities. Jenny Mosley training for all SMSAs and SLT to introduce more physical activity during lunchtime and positive behaviour.	£192.30 overtime for SMSAs £750.00 for JM training £500 for new resources	Quality intra-school sport is taking place. Lunchtimes are more structured for some children and the positive impact is evidenced by improved numbers of children being active and improved behaviour at lunchtimes.	
All children encouraged to increase their fitness through monitoring and informal competitions.	Whole school sports days – for all key stages Purchase of new sporting equipment to use to during sports day and the PE sessions leading up to event.	£500 for new resources following internal staff audit.	Well-resourced PE lessons delivered to pupils and sports day able to run more effectively with enough resources for all children to access without waiting around.	

All children encouraged to increase their participation in physical activity on a daily basis.	Sports coaches to attend school Interventions in place to support mental well-being through physical activity in response to PASS survey carried out with all pupils from Reception – Year 6.	£2,800 (Basketball coach waiting to confirm)		
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	10% (£1, 935)
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:
Quality provision of PESSPA at all levels across the school	Use of Schools Partnership offer- Sports Council delivering Intra-school competitions during lunchtimes. Use of PE bags in EYFS. Each class to be using GoNoodle in class every day.	£700.00 to update resources.	Continue culture of celebrating sporting success.	
Opportunities for G & T pupils signposting etc	Use of SSP offer - Training days at Bath University. This Girl Can initiative targets Year 5 pupils.		High aspirations amongst pupils for participation and performance in school sport. Indications/evidence of effective signposting	

Adopt a more 'professional' image for our team sports	New Sports kits purchased to attend inter-school competitions.	£500		
Maximise participation in competitive events.	<p>Ensure travel costs are not a barrier to the participation of any child in competitions.</p> <p>Supply costs covered in order to enable staff to attend events with children, facilitating us to enter more competitions.</p>	<p>Supply costs</p> <p>£620 4 days</p>		
Promote participation in sport as an achievement to be celebrated.	Develop how we celebrate children's participation in sport. Through praise in assemblies, school awards, prizes from sports council (certificates/ awards etc).	<p>£100</p> <p>rewards/stickers/badges</p>	Some of the children attended a wide range of sporting events throughout the calendar year. All participants in sporting fixtures receive a certificate of participation. School newsletter carries regular slot of our achievements. Sports council awards prizes linked to achievement in their competitions (long termly).	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	35% (£6,772.50)
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:
Safety and consistency in all swimming leads to more time in the pool for pupils, quality stroke technique sessions and use of the pool for games sessions as well as discrete swimming lessons. Increased pupil enjoyment. Extending range of sports offered.	TA trained and paid to support all teachers in delivery of swimming. Staff CPD delivered November 2019 to 8 members of staff. Focussing on teaching stroke technique and delivering progression and differentiation within all lessons.	£2,879 hours to support swimming.	Quality delivery of swimming established as a strength of the school. Opportunities are effectively used to extend beyond statutory expectations for end of KS2 All staff skilled and knowledgeable in pool games and teaching stroke technique.	
Modelling high-quality teaching and coaching in a range of sports, so that class teachers can be more skilled in their own teaching	External sports coaches utilised to deliver high quality PE and exemplar lessons which teachers can observe and implement high quality delivery of a certain PE aspect (accessed through SSP) Membership to Somerset cricket board.	Staff CPD £25.00	Before and after small informal surveys to teachers to ascertain how they found the coaching and what they will do as a result of the coaching / teaching they observed. Impact evident in improved delivery of PE in lessons over a period of time.	
Staff members receive CPD from a practised yoga teacher to then use in their own timetables.	Yoga teacher to deliver 6 x hour sessions with each Year 6 class in T2. Class teacher to participate in the session to gain CPD and resource ideas. Purchase individual yoga mats for 30 children. Yoga teacher CPD for all staff	£480.00 £270.00 £400		

The EYFS department are skilled in developing key skills- balance and coordination in younger children.	Balance bikes purchased for EYFS Balance ability training provided to EYFS staff	£300 training costs		
Balance ability programme begins in EYFS	Improve drainage problem on middle playground to develop area into bicycle track as part of Balance ability training.	£2500		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	15% (£2, 902.50)
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:
Additional achievements:	Active solutions? For isolated/EBD pupils?? Further fencing equipment purchased? Boccia and curling equipment purchased to support growing SEND offer Mountain biking opportunities Extend outdoor pursuits offer Meditation Rocks subscription	Already purchased £750.00	Well-being and attendance improved for specific pupils Additional club offer for SEND pupils	
New playground games resources to promote more active play.	Lunchtime resources Balance ability programme	£500 £1300 – 10 balance bikes Helmets £300	High degree of usage by children of all ages, principally at lunchtimes. EYFS children accessing more focussed outdoor physical education.	

Expand range of PE/wellbeing activities children experience in school.	Opportunities for participation in 'unusual' sports to inspire children in PE. - Caving experience? - Dundry outdoor pursuits?			
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	15% (£2, 902.50)
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:
Continue to provide multiple opportunities for children to participate in school competitive sport through involvement in local sports tournaments and competitions in a variety of sports and varying the pupils who compete in a competitive and participation style. Opportunities are also available for disadvantaged children and no barriers are in place.	Subscription to SSP partnership Subscription to MSN Games association. Transport costs to a) School games b) Inter-area games	MSN games membership fee. £400 SSP £1750.00 Supply costs to allow staff to attend competitive sports Supply costs £750	Increase of 10% taking part in competitive school sport Competitive school sport is spread evenly across phases. Vulnerable or disadvantaged pupils do not face barriers to taking part in inter-school sport. More participation in a wider range of sporting activities and access to broader sporting facilities through SSP (Bath University STV, University West England)	

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

Governor:	
Date:	