

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.

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.	50%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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: £16000		Date Updated: Oct 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:
					35%
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?:
Sustained and increased access to rebound therapy, MATP and MOVE. Individual progress in physical development using subject specific assessment indicators and MAPP. Ongoing participation of SSSP Breadth of lifeskills post 16 curriculum to include outdoor education at Foxglove Nature Reserve		<ul style="list-style-type: none"> • To continue to embed develop MATP, rebound and MOVE across the curriculum and set as MAPP PLIs. MOVE train the trainer CPD • To formatively assess and analyse termly and annually progress. • To evidence impact in EHCP meetings in 'healthy and safe' sections. Quality mark accreditation Rebound CPD SSSP membership Swimming pool hire – Thirsk Foxglove room hire 		£700 £1395 £130 £3325	<ul style="list-style-type: none"> • Pupils making sustained small steps progress in their physical development and evidenced through PRA files, observations and Tapestry.
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	

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>SPAG SDP These groups comprise of whole staff [middle leaders and support staff] therefore raising profile, awareness across school. • Current school 'SDP' action groups include: review and development of PSHE; and development of after school clubs and curriculum enrichment.</p>	<p>Review and develop PSHE curriculum with elements of healthy bodies and life styles included. • Development of rebound therapy, sports and Special Olympics MATP after school clubs with community links. Staffing of After school clubs</p>		<ul style="list-style-type: none"> • Revised semi-formal curriculum to include specific units of work on body awareness, physical movement and diet. Impact- increased personalised and relevant curriculum. • 1 or 2 after school clubs in operation at least once a week. <p>Impact- increased opportunity to extend physical activity and enhanced community links raising profile externally and internally.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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"> PMs indicate an interest in further rebound therapy training and swimming. This sits in line with SDP and school priorities. 	Further CPD both whole school or individually staff targeted in: <ul style="list-style-type: none"> MOVE train the trainer Rebound Therapy and termly/annual rebound competency updates. Online hydro course Swimming pool costs 	£2140 £315 £420 £1861	<ul style="list-style-type: none"> 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				31%
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:
Additional achievements: Weekly RDA opportunities sustained. Reintroduction of Forest School activities. Duke of Edinburgh embedded in sixth form curriculum offer	<ul style="list-style-type: none"> To continue to review and plan and for RDA opportunities for pupils who can access and to continue to evidence and assess pupil progress. Introduce weekly or fortnightly Duke of Edinburgh operating licence Forest School 	£530 £1950 £2400	Planning and assessment scrutiny and MAPP analysis to ascertain individual pupil progress.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Primary pupils competed in Panathlon competitions across the region in several heats and won! • Primary pupils competed in school hosted LA MATP competiton.	To continue to support lead teacher with time to liaise with special school sports co-ordinator to contribute to the annual timetable/fixtures. • To continue to participate in regional and local competitions across the LA		• Tapestry, observations and MAPP have evidence individual progress in both physical, social, communication and personal progress demonstrating holistic development.	

Signed off by	
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Date:	October 2020
Subject Leader:	Sharon Kettleborough
Date:	October 2020
Governor:	Jenny Hinde
Date:	October 2020