

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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> In 2017/18 79 children different children represented the school at one or more inter-school sports competitions. Installation of adventure play equipment with all-weather surface. District athletics; winners 2014, 2015, 2016, joint winners 2017, 2018 District high 5 league; winners 2015, 2016, runners-up 2017 District high 5 tournament; winners 2018 District cricket; winners 2014, 2015, 2016 Area cricket; winners 2014, qualified for County finals District football tournament; winners 2014, 2015, semi-finals 2017 District swimming gala; 3rd overall 2016, 1st overall 2017 Cross country; A number of individual and team winners in the district competition qualifying for the area competition, 2014, 2015, 2016, 2017 District Rounders Tournament, winners 2018 Partnership with "Football in the Community" providing after school and holiday football clubs children. All-weather surface to "old" adventure trail to allow play all year round (2018) 	<ul style="list-style-type: none"> Whole school participation in the Daily Mile Apply for the silver "School Games Award" Encourage more children to take part in after school sports clubs Training for staff in sports skills Focus on healthy lifestyles <p>More opportunities for all children to take part in competitive events, both inter-schools events and in-school "House" events</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>	<p>%</p> <p>NO DATA due to COVID-19</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% NO DATA due to COVID-19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% NO DATA due to COVID-19
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 No swimming due to COVID-19

Academic Year: 2019/20	Total fund allocated: £18,229	Date Updated: July 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:
				26%
Intent	Implementation		Impact	£4720
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"> Introduce the Daily Mile to all years, all children Use of school playtime games equipment to engage children in purposeful play activity. 	<ul style="list-style-type: none"> Timetable daily 15 minutes for each class with supervising staff member TA- 1hr 15 minutes a week. Purchase of appropriate playground games and raise the profile of what games can be played and how. Midday staff to oversee use of games' 	TA x 1.5 £3500 £500	<ul style="list-style-type: none"> All children participate in the Daily Mile with increased enthusiasm and energy. More children attend after school running and athletics club Playtimes seen as active and engaging with most children involved in games that involve physical exertion. Improvements in behaviours at lunchtimes observed through reduction in behaviours logged by staff. 	<ul style="list-style-type: none"> Continue to give a high priority as increasing physical activity outside will have an even higher priority in September. School uniform policy adapted so that all children can wear black trainers to make daily mile easier to do. Purchasing of additional resources and boxes for year group bubbles to have own resources in Sept 2020.

<ul style="list-style-type: none"> • Training for Middays to support lunchtime games. • Training of Playleaders and pupil mentors- yr 6 children. 	<ul style="list-style-type: none"> • Middays to have wider range of games and activities to engage children with during lunchtimes. • Trained pupils able to support younger children as referees/ to lead energetic games/ to ensure that playtimes and lunchtimes are a time for activity and enjoyment of physical games. 	<p>£200 training Middays x8 x 2 hrs overtime</p> <p>4 days of supply cover (£130x 4) for teacher to deliver training</p>	<ul style="list-style-type: none"> • Playtimes seen as active and engaging with most children involved in games that involve physical exertion. Improvements in behaviours at lunchtimes observed through reduction in behaviours logged by staff. • Playtimes enjoyed by all pupils. • A wider range of games, activities and sports to be enjoyed due to play leaders able to lead effectively due to training. • Socially vulnerable children able to enjoy group games due to a leader ensuring rules followed fairly. • Less recording of poor/rough behaviour in the lunchtime book. <p>Children developing better social skills</p>	<ul style="list-style-type: none"> • Staggered playtimes and set mid-days in year group bubbles will develop the relationships between the middays and their bubbles. Further opportunities for middays and bubbles to 'practise' strategies learnt on training which occurred during lockdown. • To develop playleaders in al year groups might be necessary due to year group bubbles needed due to COVID-19.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				17%
Intent	Implementation		Impact	£3130
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"> Purchase of additional resources / equipment for PE (as required) Maintenance and repair of large, fixed play equipment Purchase PE / sport related books for classes to cover healthy lifestyles and sports topics Apply for Silver School Games Award 	<ul style="list-style-type: none"> Subject leader to liaise with staff and conduct audit to identify additional equipment. Monitor condition of equipment, call inspections by qualified organisations, repair as necessary. Resurfacing of rubberized surface. Subject leader to liaise with staff to identify requirements, order as required. PE SL to complete audit and submit necessary documentation and evidence to the appropriate body 	<ul style="list-style-type: none"> £1000 £2000 £600 £130 = 1 day cover 	<ul style="list-style-type: none"> Children and staff have all equipment needed and in good condition in order to deliver curriculum PE and school sports clubs. Continued active use by children of fixed play equipment. Particular enjoyment to be had from children with ASD- 'hanging' by their arms from the climbing net. Greater understanding of sport and healthy lifestyles as part of the PSHE curriculum. School's achievements and participation in sport recognized through the Silver Award 	<ul style="list-style-type: none"> Continue to monitor use of equipment, wear and tear, etc. and replace as necessary. Timetabling of hall to ensure that all children receive equal access to indoor PE lessons from Sept 2020. Weekly condition monitoring to continue and be overseen by SBM. Topic book boxes to be created – additional money to be spent. COVID-19 meant Silver award couldn't be applied for- try again in 20/21.

<ul style="list-style-type: none"> Year five pupils who cannot swim 25 metres (end of yr 5 summer term) to be monitored and given additional swimming lessons in the summer term- after school Mon,Tues, Wed in year 6- after May half term. 	<ul style="list-style-type: none"> Increase the percentage of children in year six who can swim 25 metres and are therefore safe in water. 	£870	Pupils will be leaving St Andrew's Junior School able to swim 25 metres and being able to demonstrate a greater degree of water safety.	<ul style="list-style-type: none"> COVID-19 meant that no swimming was available this academic year. Retry- in 20/21.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	£1800
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"> Provide CPD for staff, as required/requested, to increase understanding, skills and confidence 	<ul style="list-style-type: none"> Staff with SL to identify gaps in skills and understanding and look for CPD opportunities. Book CPD training and cover teachers PE SL to evaluate range of PE schemes and consider buying. 	£1,800	<ul style="list-style-type: none"> Better staff knowledge and greater confidence in delivering lessons across the PE curriculum. Children enjoy quality PE and sport experiences. CPD contributes to understanding and skills that are continually used by staff beyond the immediate year 	<ul style="list-style-type: none"> On-going audit of teacher skills to identify training needs especially any new staff. SCITT student to be supported in PE lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				41%
Intent	Implementation		Impact	£7487
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"> “Football in the Community” to provide football coaching for children of all abilities after school and during holidays. After-school High 5 club for children of all abilities. After-school football club for children of all abilities 	<ul style="list-style-type: none"> School to waive the usual hire fees for use of the school premises outside school hours (field, changing room, toilets) Organised and run by TAs Admin for clubs Organised and run by TAs 	<p>£4,210</p> <p>£1,100</p> <p>£1077</p> <p>£1,100</p>	<p>Children participate in out of school sport opportunities provided on the school premises.</p> <p>School teams chosen from these clubs to compete in local, inter-school competitions</p>	<p>Continued liaison with current providers and consider other providers that may be appropriate and fit in with current clubs and provision.</p> <ul style="list-style-type: none"> Consideration of Upper and Lower year group outdoor sports clubs to be run in Sept 2020.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	£1092
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"> Continued membership of and participation in the local schools sports partnership – WASSA – which organizes inter-school competitions and staff development Inter-house events in school, e.g. sports day, football and netball tournament 	<ul style="list-style-type: none"> Subject leader to attend half-termly committee meetings, put sports dates in the diary, organise participation in events. Subscription to WASSA, cover teachers and TAs for taking teams to events and fixtures. Subject leader to organise events. Cover for staff, cost of trophies, medals, equipment, etc. 	<p>£750</p> <p>£342</p>	<p>Children of all ages participate in competitive sport both in and out of school. No tournaments post March 2020.</p> <p>Year 6 children enjoyed their 'Inter- bubble' sports morning. Blue bubble won!</p>	<p>Continue to liaise with WASSA schools for local competition and ensure our Subject Leader attends meetings which schedule the events.</p> <p>Re-instate House sports fixtures as and when safe.</p>

Signed off by	
Head Teacher:	<i>B Black</i>
Date:	30.07.20
Subject Leader:	<i>E Watson</i>
Date:	30.07.20
Governor:	<i>R Cook</i>
Date:	30.07.20

