

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 2021** 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 2021. 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:
<p>More in house competitions run at school, all year groups involved from Reception to Year 6 – cross country, cricket and sports day.</p> <p>Sports Day held for children returning to school and participation from all children at home – they submitted their results to form a ‘House’ total.</p> <p>Parental involvement with lunchtime Netball club. All year groups invited and attended afterschool sports clubs. Differing sports clubs after school including dance.</p>	<p>Swimming provision needs to be arranged.</p> <p>All teachers need to plan from and assess using PE Pal tool.</p> <p>All teachers require PE Pal training.</p> <p>Gymnastics and Dance planning needs refining and CPD opportunities arranged.</p> <p>Afterschool sports provision needs timetabling when COVID restrictions allow.</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>71%</p> <p>5 of 7 Year 6 children</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>71%</p> <p>5 of 7 Year 6 children</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>57%</p> <p>4 of 7 Year 6 children</p>

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

Swimming arranged for Summer Term 1 starting on April 21st. The lessons are for all children in Oak class - Years 4/5/6. A swim survey was sent to parents before lessons commenced to establish water skills/confidence. The class were all assessed in the first week of swimming by the instructor at the pool and two groups were established. Group 1 were water confident and could swim a minimum of 25m. Group 2 were swimmers not yet confident to swim 25m and/or needed swimming aids.

Roll over of funding from academic year 2019/2020 - We wanted to keep our children active throughout the school closures so invested the roll-over of monies from the previous years PE funding in the following ways.

- Purchase and posting of a skipping rope for all children in KS2 and Year 2. Rhythmic ribbons were sent to all children in Reception and Year 1.
- We asked that our PE Pal coach continued to come into school and work with the children of key workers during January school closures (lockdown 3)
- Once schools re-opened fully to all pupils in March, we arranged for each class to spend one session a week at Forest School. We increased the hours of two TA's to facilitate this.
- Maintenance of our Orienteering course was needed after a summer of hedgerow growth, lost controls and other community organisations using the shared school field. We paid for the controls to be mounted and time to re position them all.
- We purchased a second PE Pal tablet so that different classes weren't sharing the device. This allowed greater flexibility to the delivery times of PE and for teachers to plan, teach and assess under less time constraints.

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: £16,682		Date Updated: April 2021	
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: £4750 (28%)
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:
For all children to take part in an active Forest school session each week.	Arrange permission to use FS site with local landowner each week. Teacher plan sessions to be active - linked to curriculum.	Cost of additional TA hours - one afternoon each week. (£2500)		<p><i>The focus for all Forest School sessions was building relationships and being active. All children across the school had Forest School sessions in Autumn Term 2. Oak class had an active team building session each week in Autumn Term 1. School Closure January 2021- no Forest School during Spring term 1 - on returning to school in March Spring term 2 all classes went to Forest school. Children built dens, balanced on logs and did team building activities. Teachers also planned for active curriculum sessions such as science habitats. The children were active for an additional 1.5 hrs each week during the FS sessions - the activities built core strength due to the nature of the task they undertook such as</i></p>	Acorn class (Year R/1) will continue to use Forest school all year round.
For all children to be physically active during their break and lunch time throughout the year.	Organise play equipment so that each class has access to a range of toys/equipment. Store equipment so that children can access independently and freely. Wellie storage moved to covered area outside so all children can change and be prepared to use the field in wet weather.	Rental of the field for school access throughout year. (£2000) Handy man to create wellie storage outside for all Acorn class boots. (£250)			Consider the feasibility of Sapling and Oak class using Forest school each year - how can we link these sessions to the curriculum. Focus needs to be curriculum delivery with the benefit of the children being active during the lessons due to the environment it is taught within.

			<i>pulling large branches and balancing on logs, or following</i>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £4524 (26%)
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?:
For each class to offer a diverse and full PE curriculum rolling over 2 years.	Use PE Pal units to inform curriculum planning for each year group.	Time for subject leader to look at LTPs for each class. (£200 x3)	<i>Pupils experienced new sports - handball within Oak class and Sapling Year 2 children experienced tag rugby for the first time.</i>	Sustainability and suggested next steps:
For the pupils to experience a range of sports, how they can transfer skills from one sport to another and how the sport keeps us fit and active.	Teaching to include regular reminders of transferable sports skills. Opportunities for CPD to focus on this - ask specialist teacher delivering training to focus on this.	£109 per afternoon for CPD (6 terms @ £654 per term)	<i>ST (subject lead) scrutinised LTP for each class.</i> <i>During January schools closures we continued to employ PE Pal to deliver PE to children of Key workers attending school.</i>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1610 (10%)
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:
For all staff to use the PE Pal units of work to assess the PE skills of their pupils.	Staff know the sporting abilities of the children in their class. Staff can assess sport skill confidently and know the next steps for progression.	Annual PE Pal licence fee £900 School membership to Youth Sport Trust (£210)	<i>License purchase - ensures the softwares stays up to date and the resources are updated. Updated software means staff have access to broader range of units, increasing subject knowledge</i>	
For each teaching team (each class) to choose appropriate PE units for the topic/time of year and deliver coverage over a two year rolling cycle.	Staff confident to teach a range of sports.	£500		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £2000 (12%)
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>For Reception and KS1 children to experience sports events outside of our school.</p> <p>For KS2 children to take part in competitive sport within school our school community and against other primary schools.</p> <p>Additional achievements:</p>	<p>Pupil take part in cluster events (COVID guidance dependent)</p> <p>Pupils to try out new sports and activities.</p>	£2000	<p><i>April 2021 - Guidance from Costwold Sports cluster stating some face to face events will take place. ST arranged with Leighterton School to participate in an outdoor Cluster sorts for Reception/Year 1/Year 2. Also a mini District sport contest between the two schools for KS2 children.</i></p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£4000 (24%)
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:
For all pupils to take part in sporting competition within the school community.	To establish 'House' tournaments that are visited annually (Cross Country, cricket, Multisport) Host events with local schools at Rodmarton.	£2500	<i>Arrange sports cluster event with Leighterton School - Keystage 2 focus hosted at Rodmarton and Leighterton to host EYFS and KS1.</i>	
For all KS2 children to take part in sporting competition with other schools - at an event held away from school.	Look at Cotswold sport cluster events and sign up to a variety of events. Monitor enthusiasm for events from children and encourage those children not taking part to enter. Take two teams where possible to some events.	£1500		

Signed off by	
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