

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"> • Recognition Award (equivalent to the School Games Mark) awarded – this would have been at least bronze level and possibly silver • Virtual School Games Award • More clubs have been available to KS2 pupils • Greater number of competitions attended (by a wider range of pupils) • Increased amount of daily physical activity across the school • PE coordinator has delivered at least one staff CPD session • Staff have continued to observe / team teach PE lessons run by outside coaches • KS1 pupils have had specialist gymnastics teaching from a visiting coach • Active Lives school report 	<ul style="list-style-type: none"> • Continue to develop a wider range of clubs and open them to a larger number of pupils (in particular KS1) • Further develop personal challenge ethos (especially in relation to lunchtime activities) • Sports Leaders • CPD for all staff <p>Other areas for further improvement to be confirmed by the end of September 2020.</p>

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.	67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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

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: £	Date Updated:		
<p>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</p>			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>More rigorous assessment of daily 30 minutes of physical activity.</p> <p>CPD for staff (via PE lead) outlining ideas for integrating low impact activities into non-PE lessons.</p> <p>All pupils to engage in a daily mile.</p>	<p>All pupils have experience low impact exercise within class-based lessons / as stand-alone activities</p> <p>The daily mile has been completed at least 3 times per week by all classes.</p> <p>Workshops for pupils and their families have provided different exercise experiences (and information about healthy living) which can easily be carried out at home.</p>	£1325	<p>A greater number of pupils are aware of the importance and impact of regular exercise on their lives.</p> <p>All classes have participated regularly in the daily mile (at least 3 times per week) and class-based lessons have seen an increase in the amount of physical activity from day to day. Most children have embraced the opportunity for an increased amount of physical activity.</p>	<p>Continue with daily mile at least 3 times per week (non PE days) with the option to increase to 5 times per week.</p> <p>KS2 children to track their own daily mile results - link to JK marathon run / fundraising for school running track.</p> <p>All staff to take responsibility for recording their own lesson heat maps and to maintain physical activity within class-based lessons (depends on Covid restrictions).</p>

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>Offer a wider range of after school clubs.</p> <p>Continue to develop a wide range of physical activities for playtimes.</p> <p>The profile of PE and competitive sport to be raised.</p>	<p>KS2 clubs included basketball, tri golf,</p> <p>Playtime activities (with sports leaders) was not developed due to Covid lockdown.</p> <p>A greater number of pupils have participated in daily physical activities, after school clubs and competitions (both in and out of school).</p>	£2500	<p>There is evidence of increased enthusiasm amongst pupils.</p> <p>Skill levels have increased across a range of physical activities.</p> <p>A wider range of pupils have participated in competitions and the school's celebrations of participants' achievements has continued to raise the profile of competitive sport.</p> <p>Pupils have received good quality teaching from a visiting coach provided by SST. Staff have benefitted from observing / team teaching.</p>	<p>Restrictions due to Covid 19 may affect the steps listed.</p> <p>Continue to offer a wide range of clubs – especially for KS1.</p> <p>KS2 sports leaders to run playtime activities focussing on personal challenge.</p> <p>Children in both key stages to fully engage in a wide range of PE lessons building on the skills from the previous year's teaching. Ensure staff are confident in teaching skills which build on previous year's content.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>Continue with team teaching / observations of outside coaches and visiting teachers.</p> <p>Observations of lessons by PE coordinator.</p> <p>Develop staff confidence in assessment of PE.</p>	<p>Coach Mark Hinton from SST has taught weekly in KS2</p> <p>An online assessment tool has been introduced.</p>	£11,745	<p>Ks2 lessons with the SST coach has enabled staff to observe teaching methods/skills etc and measure progress. This has informed their own teaching and has increased confidence.</p> <p>The online assessment tool has enabled staff to track pupils' progress more effectively and inform their teaching.</p>	<p>Purchase a similar SST package with increased opportunities for KS1 staff.</p> <p>More CPD for staff in both key stages.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Increase impact of SST: personalised plan to include a coach to deliver lessons one day per week throughout the year.</p> <p>After school clubs to be delivered by visiting coaches.</p> <p>PE lead to liaise with coaches from Hythe Cricket and Squash Club with a view to offering pupils squash experiences within school and at the club itself.</p>	Pupils to be introduced to a wide range of sporting experiences via the partnership with Shepway Sports Trust and PE lead's connections with local clubs.	£1500	<p>A greater number of children have experienced sporting activities not previously taught (e.g. basketball) and have made rapid progress within individual lessons as well as over longer periods of time.</p> <p>Year 5/6 pupils have experienced squash for the first time – a 6 week block of lessons was taught by coach Brian Hollands. Several pupils then took up squash out of school, attending Folkestone and Hythe Saturday morning junior coaching (pre lockdown).</p> <p>Year 5 boys participated in a dance project with teachers from the Instep Dance Company.</p> <p>A greater number of after school clubs has been offered and attended by a greater number of pupils.</p>	<p>Continue to broaden the range of after school clubs available (when Covid restrictions allow) – with a greater emphasis on KS1.</p> <p>Other areas of development to be confirmed.</p>

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:
SST personalised school package will enable criteria to be met for bronze School Games Mark. Increase	Recognition Award achieved (bronze award would definitely have been achieved for School Games Mark – silver was likely to have been achieved). Virtual Award achieved.	£2000	More pupils from both KS1 and KS2 have experienced level 1 and level 2 competitions (within school and at local events). They have participated in: Football festivals Athletics Finals Cross country running Basketball league Basketball finals NB: Covid lockdown prevented the school from carrying out its own sports days and athletics finals as well as all other SSG competitions which were booked. A team from KS2 competed in a level 3 competition - basketball county finals. GPS has also hosted football competitions for KS1 and KS2 pupils.	To be confirmed. Unable to make firm plans due to Covid restrictions.

Signed off by	
Head Teacher:	N. Wood

Date:	27.7.20
Subject Leader:	M. Booth
Date:	27.7.20
Governor:	B. Sullivan
Date:	27.7.20