

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

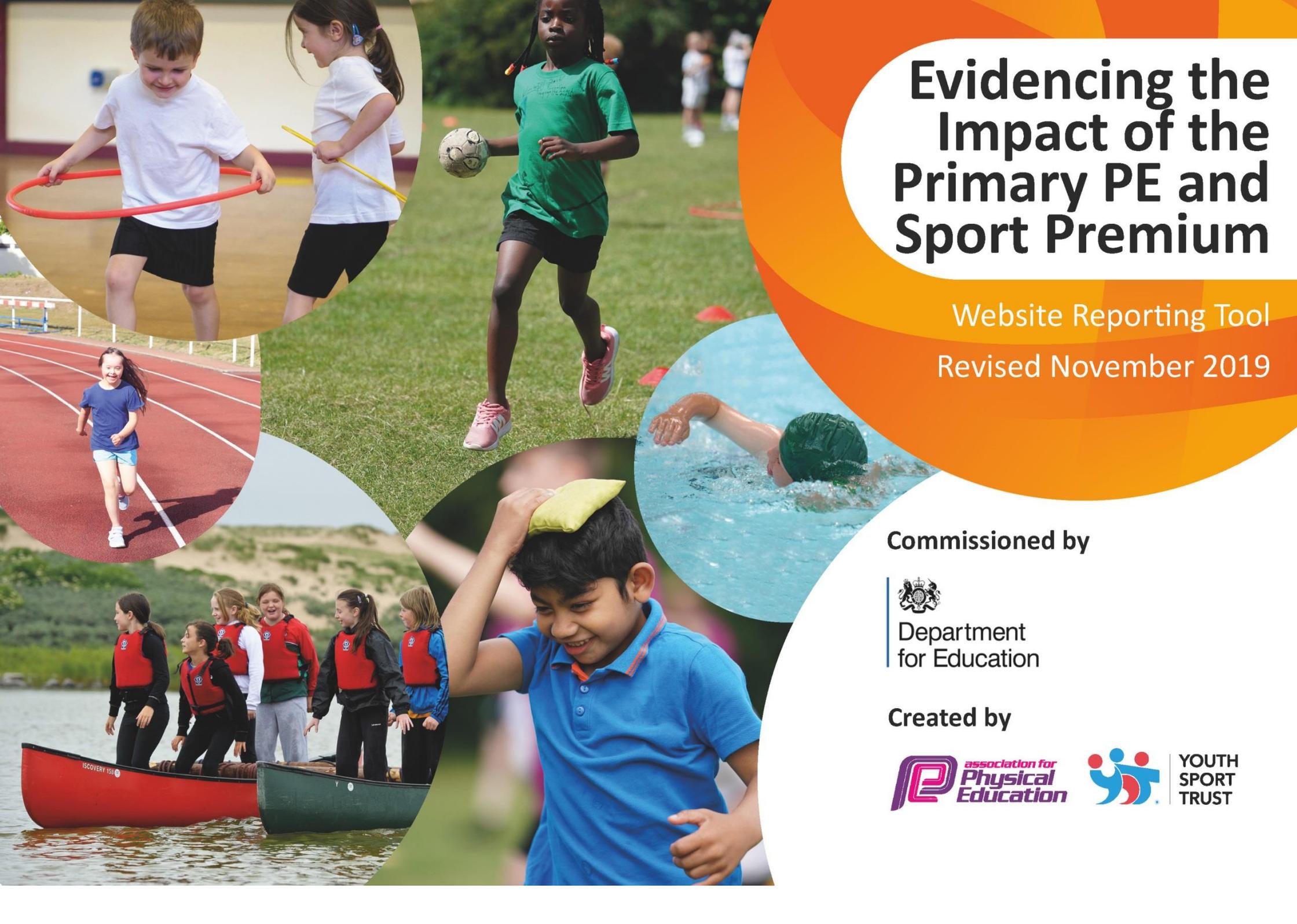


Department
for Education

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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.

Fingringhoe C of E (VA) Primary School

Key achievements to date until January 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • <i>More pupils enjoy PE</i> • <i>More pupils are engaged in daily physical activity</i> • <i>The quality of PE on offer has improved</i> • <i>Teachers and teaching assistants feel more confident teaching PE</i> • <i>Playtimes are safer and more pupils are engaged in physical activity</i> • <i>More pupils are able to explain how to live a healthy lifestyle</i> • <i>More adults at lunchtime employed which enables use of the green adjacent to the school for sporting clubs</i> 	<ul style="list-style-type: none"> • <i>Create more space on the playground at lunchtime so that pupils are able to be active</i> • <i>Develop pupils to be play leaders to lead games on the playground at lunchtime</i> • <i>30 minutes of physical activity for all pupils daily within school</i> • <i>Embed physical activity across the curriculum</i>

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.	92% end 2019
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	79% end 2019
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65% end 2019
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/ <u>No</u>

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: 2020-2021	Total fund allocated: £25,726 2019-2020 Carry Forward £10577.78	Date Updated: January 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: %
Intent	Implementation		Impact
<ul style="list-style-type: none"> To engage the least active children in physical activity 	<ul style="list-style-type: none"> use of sports coach and/or one to one mentor to encourage and provide bespoke activities for identified pupils 	included in sports coach hire below	
<ul style="list-style-type: none"> To encourage active play during break times and lunchtimes 	<ul style="list-style-type: none"> develop the bank area to create more space for pupils to use at play and lunchtimes in order to create more space for active activities on the playground, and a quiet space for yoga and mindfulness activities PE specialist employed two lunchtimes a week to run sporting activities on the playground or green; MDAs and/or teachers to work alongside and develop own skills 	£4000 £5200 approx	
<ul style="list-style-type: none"> all classes to offer active sessions each day including PE lessons and active mile style activities 	<ul style="list-style-type: none"> active mile promoters from ECC to support teachers in finding ways to engage pupils in active sessions daily in the space available use of Take Ten or similar within classrooms daily 	£0 previous purchase	
<ul style="list-style-type: none"> establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered 	<ul style="list-style-type: none"> Office Manager to continue to investigate and promote extra-curricular clubs after school To find ways to engage more pupils in after school active clubs through a pupil and family audit and engaging with other schools locally 	£0 £0	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
Intent	Implementation		Impact
<ul style="list-style-type: none"> To encourage pupils to take on a sports leader role that support sport and physical activity within the school - Maple Class to take on the responsibility 	<ul style="list-style-type: none"> Maple Class teacher to lead lessons on the importance of healthy lifestyles Maple class to lead assemblies on PE and sport over time Play Leaders to be trained and developed 	£0 £0 cover may be needed £300	
<ul style="list-style-type: none"> To ensure PE and active lessons are embedded across the curriculum by including it in long term plans and non-negotiables teaching checklist 	<ul style="list-style-type: none"> Series of staff meetings to plan for PE lessons and areas across the curriculum where healthy lifestyles is promoted 	cover for PE lead £500	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
Intent	Implementation		Impact
<ul style="list-style-type: none"> To provide staff with professional development and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across school 	<ul style="list-style-type: none"> Inset and/or staff meetings allocated to staff training particularly in gymnastics and outdoor adventurous activity Scheme of work for PE and resources 	estimated hire of trainer £500	
<ul style="list-style-type: none"> qualified sports coaches to work alongside teachers to enhance or extend current opportunities 	<ul style="list-style-type: none"> RAD Sports hire of PE coach twice weekly and Born to Move coach once a week to work with all classes and teachers/teaching assistants; teachers to attend in order to develop own skills to ensure sustainability 	£8900 approx for three terms	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
Intent	Implementation		Impact
<ul style="list-style-type: none"> To introduce new sports or physical activities 	<ul style="list-style-type: none"> Born to Move coach to adapt sessions to include a variety of activities including yoga, martial arts, and fitness 	As above	
	<ul style="list-style-type: none"> To promote outdoor and adventurous activity through forest schools and use of our outdoor classroom Trained teacher to lead development of other teachers and teaching assistants across the school Outdoor first aid training for lead twilight training for all staff TA training level 2 June x1 £450 EYFS 	£1500 approx	
Key indicator 5: Increased participation in competitive sport			
Intent	Implementation		Impact
<ul style="list-style-type: none"> entering more sport competitions or tournaments across the school's Consortium 	<ul style="list-style-type: none"> PE Lead to liaise with Office Manager and Consortium group of schools to enter more tournaments across the year Embed these tournaments in the PE curriculum and create opportunities for pupils to demonstrate skills learnt in local competitions 	£500	

Signed off by		Date:
Head Teacher:	<i>SM Ryan</i>	<i>24/01/2020</i>
Subject Leader:	<i>V Ward</i>	<i>24/01/2020</i>
Governor:	<i>J Brick</i>	<i>24/01/2020</i>