

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

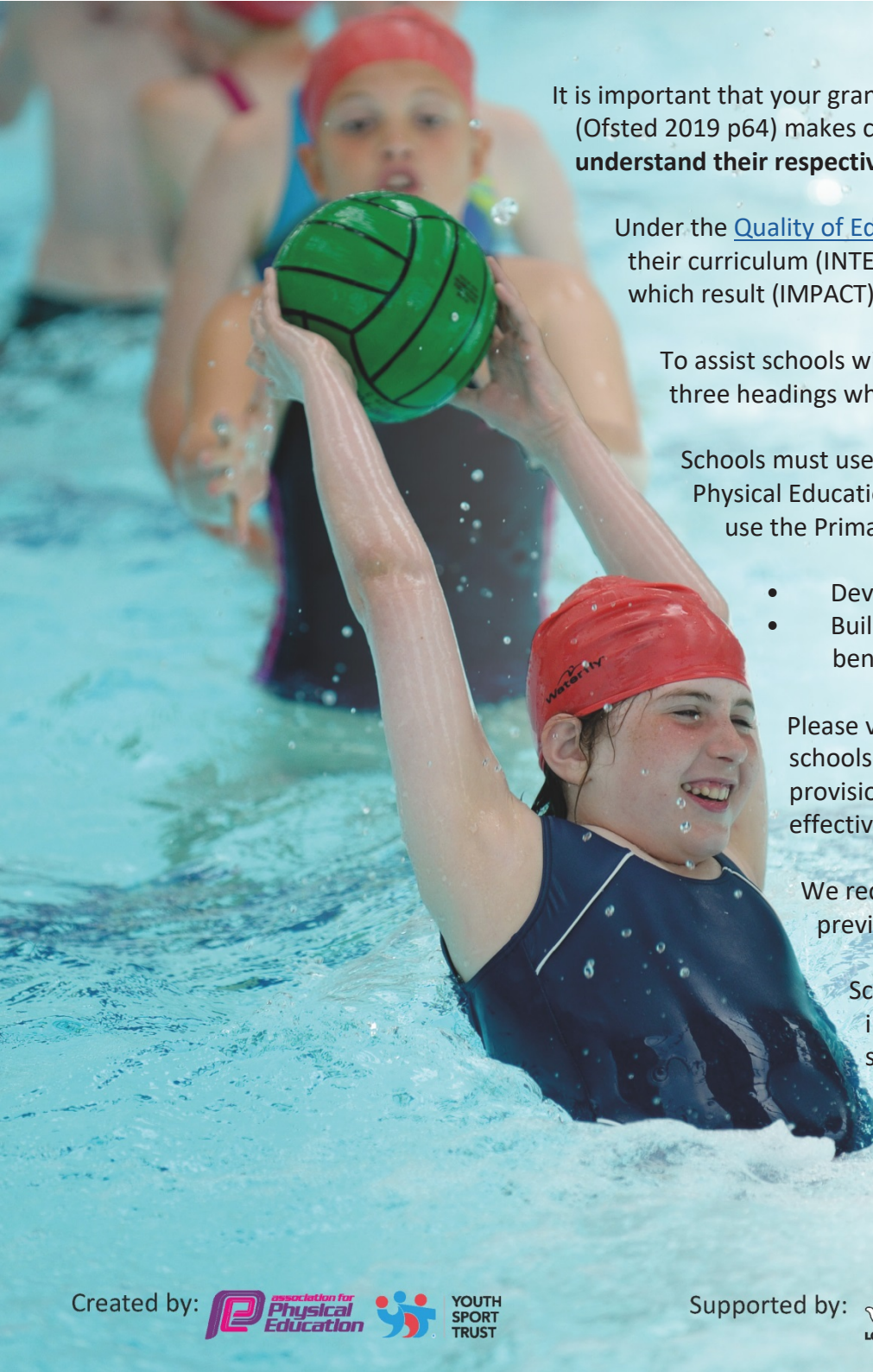


Department
for Education

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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
ENGAGEMENT IN THE CHRISTCHURCH SCHOOL SPORT PARTNERSHIP - Increased staff knowledge and understanding through CPD - Enhanced quality of provision - Increased pupil participation in competitive activities - Increased range of opportunities and events for all children - The sharing of best practice through co-ordinator meetings - Increased pupil awareness of opportunities available in the community The Gold level School Games Kitemark (last 4 years) indicates the number of Sporting events attended The Daily Mile all-weather track to support The Daily Mile Free sports clubs (run by Burton staff) including: football, netball, running and gymnastics Paid for clubs (outside providers): Karate, football, dance, basketball Sports Analysis doc evidencing participation in clubs and Sporting events and competitions Taking part in new gymnastics festival at Twynham Primary school for Y2 Virtual Sports day	Trial of My Personal Best skills based scheme throughout the school (due to covid-19 this will now happen in 2020-2021) Whole Staff INSET needed Swimming Provision-10 swimming sessions for all Y3 children followed by lessons for children in Y4/5 who haven't achieved the minimum requirements or children new to our school

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.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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 For transport to swimming lessons and swimming galas £2,323.00

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: £18,985	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:
				%
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:
- Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Use active lessons to increase physical activity levels and learning. - Develop Sports Leaders and play leaders to support active playtimes and support extra-curricular activities. - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity.	- PE Leader to oversee and organise all PESSPA provision (1day per week) across all 5 Key indicators. -Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. - Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. - Build links with local community sports clubs through our SGO. -Staff training on courses from the CPD programme/INSET -Play leader rotas for playtime to encourage active playtimes	£8,887.00 £145.00(battery for portable CD player for use by Play leaders at playtime)	- Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for all children - Positive behaviour and a sense of fair play enhanced by using Sports Leaders as role models - Pupils activity at lunch and break increased - Evidence - - Curriculum map - PE policy - Registers of participation - Extra-curricular data from Sports analysis spreadsheet	- Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time. -Aim to achieve 2 PE lessons and 3 x daily mile per week. -5 active playtimes and lunchtimes led by play leaders

- Develop a Change 4 Life club for targeted groups including the least active (Y3/4) -Encourage walking/cycling/scooting to school	- Access Change 4 Life teacher training and support to develop a Change 4 Life club through our SGO (EC and MB) -Bikeability for Year 5			
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:
- Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills - Use PE teaching to aid fine and gross motor skill development - Use sporting role models used to engage and raise achievement - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)	- As a school we contribute funding to sustain the Christchurch School Sport Partnership which provides the following opportunities: • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Dance project and festival • Outdoor activity days • Primary Leadership Academy • Christchurch Sports Awards • Youth Sport Trust Primary Membership • Support from Dan Moody for team teaching and staff training. - Introduce Youth Sport Trust My Personal Best programme in school. Training course attended and resources being utilised (LS and AR)	£2,500.00 membership to Christchurch Partnership	- Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.	- Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. Review School development plan, Whole school policies/ PE policy - Use PE conference to review, evaluate and plan for the next academic year.

	- Develop a team of sports leaders (Bronze Ambassadors) through the Christchurch Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway. - SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC.			
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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:
- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.	- Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. - Review extra-curricular activities through pupil voice/Sports leaders. - Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school clubs; basketball, running, netball, karate, football, dance and gymnastics. - Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our provision.		- Engaged or re-engaged disaffected pupils - Increased pupil participation - Enhanced quality of delivery of activities - Increased staffing capacity and sustainability - Enhanced, extended, inclusive extra-curricular provision - Improved behaviour and attendance and reduction of low level disruption - Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership Evidence includes - Curriculum map, Inclusive health check, registers of participation, extra-curricular data	- Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.

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:
- Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. - Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. - Select children who we feel would benefit most from the opportunities available in the Christchurch Partnership events calendar.	- Engage with SGO Dan Moody and attend competitions run by the Christchurch School Sport Partnership including Dare to Believe for less engaged children - Engage more staff/parents/volunteers and young leaders to support attendance at competitions. - Use external coaches to run competitions to increase pupils' participation. - Identify a set number of competitions/events to provide transport to eg swimming		- 37% of young people represent their school (from 50% of school year due to Covid-19) - 70% of young people take part in Sports clubs before, after and during school Evidence includes - - School Games Mark - Competition/ events calendar - Photos displayed at school and on website - Competition reports	- Review attendance data and identify children for appropriate opportunities. - Continue to attend Christchurch Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.

Signed off by	
Head Teacher:	
Date:	July 2020
Subject Leader:	Mrs E Slater

Date:	July 2020
Governor:	
Date:	July 2020