

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:
<p>Increase physical activity for whole school outside the school curriculum to include Quick Fitness, Lunchtime games and After School Club sports.</p> <p>Broad and enrich opportunities to include Pop Lacrosse, badminton and yoga</p> <p>Participation in L2 inter school festivals and tournaments</p> <p>Headteacher Ambassador for the Youth Sports Trust</p>	<p>Increase playground activities for break and lunchtimes, especially in winter months when field is not being used.</p> <p>Implement My Personal Best as a tool for supporting mental health and promoting resilience.</p> <p>Explore collaborative working with local primary schools to share resources and costs such as transport.</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>	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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 due to COVID Lockdown

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:	
			%	
			44%	
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:
Each child to participate in 2 hours high quality physical activity per week	<p>2 PE – indoor/outdoor sessions planned into class timetables</p> <p>3 mornings (8.30-8.50am) of Quick Fitness led by external coaches – Up and Under</p> <p>Physical Activity MDSA - delivering physically active games during outdoor play</p> <p>After School Club Opportunities through paid wrap around care and extra-curricular clubs</p> <p>During COVID-19 Lockdown Physical Activities were part and parcel of Home Learning activities and included in the wider curriculum new pieces in the Weekly</p>	<p>£ 6512</p> <p>£700</p>	<p>Range of physical activities taught during PE lessons</p> <p>On average 60% of the school cohort participated in these early morning activities.</p> <p>This tended to be the younger children as older children chose to play their own games.</p> <p>For those children who accessed ASC 1 hour of sports 3 X per week.</p> <p>In addition Football, Lacrosse and Netball Clubs ran during Terms 1-3.</p> <p>Children took part in activities and shared these with their class teachers through class email comms and weekly phonecalls</p>	<p>COVID adaptations means that quick Fitness will no longer run 20-21. Classes to implement daily mile as means of increasing physical activity.</p> <p>Sustainability of netball club with staff mobility.</p>

	Newsletter			
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	30%
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:
Raise the profile of PESSPA beyond that of physical activity	<p>Healthy Me Week – January 20 to include Healthy Eating Workshops from Bromham Cookery School</p> <p>Sports Ambassadors from Abbeyfield School lead fundamental sessions for the EYFS and KS1 children</p> <p>Parent (personal trainer) led circuit session for all classes.</p> <p>Continued PE lessons including Yoga and Lacrosse.</p> <p>Yoga Well Being session planned for staff outside the school day.</p>	£550	<p>Children were able to learning about portion control and make and try healthy snacks that could be an alternative to cereal bars and biscuits which was becoming a concern for the school.</p> <p>A parent/family food fayre was held at the end of the day and was extremely well attended – 40 parents/adults and children</p>	<p>Use My personal Best to support well being and promote resilience 20-21.</p> <p>Particularly for schools as we have high mobility due to trickle military postings</p> <p>This would support movement in/out of the school community and mitigate impact during times of change.</p>
Membership of Chippenham Sports Partnership and Youth Sports Trust supported PLT in raising profile of sport including knowledge in accessing wider opportunities	Children will take part in partnership festivals and activities throughout the year including L2 Football, netball, Tag Rugby, cross country Fundamentals for younger children	£3300	All children will have taken part in some activities offered. Tracking f participation through SIMs	

	<p>Badminton, Multi skills and cross country for Y3/4 Activity Academy to encourage greater physical activity Sports Leader training Talented Training sessions for MA children</p> <p>Attendance at PLT and YST meetings</p> <p>Headteacher Ambassador for YST</p> <p>Administration costs SBM – letters, permissions, booking, coaches</p>	<p>£450</p> <p>£200</p> <p>£700</p>	<p>Commitment of support with transport from parents for small group activities as school is 5 miles outside Chippenham.</p> <p>January 2020 -</p>	<p>Be part of the wellbeing programme particularly in light of COVID-19</p>
--	---	-------------------------------------	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	16%
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:
Staff working alongside experts to support CPD	Yoga	£2250	Some calming activities used in the classroom as appropriate	Look to purchase school SOW from Sep 2020 to support in planning and delivery.
	Lacrosse	£400	Teachers and pupils are able to lead Lacrosse sessions in absence of coach.	Explore school swimming teacher qualification to increase number of groups in water and supporting needs greater.
	Badminton	£300	Lacrosse is an embedded sport at SSQ and many children pursue this after leaving the school through Bath Lacrosse.	
	Swimming	-	Children in Y3/4 go swimming during the Spring term to Cirencester Pool. Those children in Y5/6 who have not yet reached NC requirements also attend.	The travelling time is 30mins each way and so the 45 minute session takes all afternoon. Revised opportunities to use Malmesbury/Olympiad. Possibly with LF?
Equipment and environment allows pupils to access activities	Sports equipment and learning environment	£500	Online resources and external coaches – dance, badminton and tennis have been accessed during 19-20.	LTA teacher tennis programme? Consider new PLT for 20-21 in light of hard federation or HT to be PLT for both schools?
Cascade of opportunities and information from PLT Meetings to all staff	Through weekly notes, staff diary			

	and Staff Meetings			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	3%
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:
Additional achievements: By offering a range of activities beyond the 'traditional' curriculum sports. Signposting clubs and opportunities outside the school community	Team and Individual activities such as <ul style="list-style-type: none"> • Tag Rugby, Football, Netball, Lacrosse, cricket • Yoga • Girls Football • All Active Academy • Sports Leaders • Quad Kids and athletics. • Cross Country • Badminton Transport to fixtures		For a small school – 62 children, and distance from Chippenham we are limited in the number of L2 tournaments we can enter as it can be the same children over and over again. The school does enter a broad range of festivals to children across the school. Due to COVID many summer sports and activities did not take place this year	Continue to use local contacts and partnership to offer a broad variety of experiences.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	4%
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:
Continued participation in competitive sports for those children who enjoy this aspect of physical activity.	<p>Continue to participate in L2 Partnership tournaments</p> <p>Staff release for attendance</p> <p>To look wider than Partnership for competitive opportunities for example links with Bath and England Lacrosse and their tournaments.</p>	£750	<p>For a small school – 62 children, and distance from Chippenham we are limited in the number of L2 tournaments we can enter as it can be the same children over and over again.</p> <p>The school does enter a broad range of festivals to children across the school.</p>	Continue to do so in 20-21 dependent on COVID guidelines and situation.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	