

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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Participation and success in The School Games. Pupils across year groups have competed in events including Dodgeball and Gymnastics; awarded first place in Dodgeball competition. • Pupils coaching and training in a wider range of sports; development of a school football team. • Increased confidence of staff in the delivery of PE lessons, development and accurate assessment of skills. • Use of PE skills in the wider curriculum. 	<ul style="list-style-type: none"> • Recovery of sports initiatives in school post COVID-19 closure – many planned events were cancelled and we need to assess how we can meet requirements with appropriate protective measures in place. • Increase percentage of pupils who can swim 25m by the end of Year Six. • Develop motivation of pupils to value fitness and a healthy life style through visits of successful sports men and women followed up with sports diaries and fitness data of pupils.

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.	52% (this data is based on Y6 cohort in Y5 as their swimming sessions did not take place due to COVID-19)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	47% (this data is based on Y6 cohort in Y5 as their swimming sessions did not take place due to COVID-19)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% unknown due to COVID-19 school closure.
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 Additional sessions were booked for some Y6 pupils but they were cancelled due to COVID-19 school closure.

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: £17, 722 (Including 1406.40 from 18/19)		Date Updated: July 20 th 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: 68%	
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?:	
Continuing to work with Bishop Challoner Sports College to ensure children receive high quality PE teaching. Playleaders - introduce 6 x Year 5 and 6 x Year 6 children to the Playleader programme. Host an introduction day with Bishop Challoner representative through our partnership to train our children for the playground. Children will become confident in their leadership skills, develop their social skills and overcome some social and attendance difficulties for specific targeted pupils (3 pupils). Children playing games through the Playleaders, supported by our coach, will be exposed to more physical activity, where playing strenuous games involving vigorous activity will contribute.		Continued engagement in the BC Silver Package of support which develops staff skills and offers pupils across school the opportunity to participate in the School Games. Specific staff attend INSET linked to their year groups – EYFS, KS1 and lower KS2. Increase the level of ability of play and sports leaders, and those who participate in activities led by them, through their interaction and planning with the sports coach. Raise profile of PE through effective display in the building and on the school website. Raise profile of PE through special		£4945 £2625 £300 £200	Pupils questionnaire across school shows that 94% of pupils reported that they had experienced something new and something that they had enjoyed in PE (December 2019) Playleaders reported great enjoyment and the 4 pupils targeted to do this because of social difficulties showed an improvement in behaviour, attendance and academic outcomes. 100% of pupils reported enjoyment and benefits of Stars	Within the next year, increase involvement of a new PE lead with the BCSSA. Ensure new lead had opportunities to engage fully with what is on offer to ensure sustainability at St. Jude's. Continue to develop PE profile with the use of Twitter Target poor attenders to become involved in Play Leader program. Develop use of sports diaries with pupils.

<p>Resources: New equipment to be purchased for use within PE lessons to be sourced and utilized – including large equipment for gymnastics such as bars and a horse.</p> <p>New skipping ropes, balls and bats purchased with the aim of increased engagement within PE and also support efforts to get children active at lunchtime. This will boost activity rates and engagement in sport and physical activity</p>	<p>events– Stars in School; yoga and mindfulness workshops to generate enjoyment and relaxation through sport and physical activity.</p> <p>Audit of resources in September 2019 showed that gymnastics equipment needed to be repaired and replaced with quality, sustainable resources. Achieved by October 2019.</p> <p>Enable as many children to achieve 30 minutes of physical activity a day.</p> <p>Invite parents to events to increase and encourage their involvement – Sports & Stories, Daily Mile.</p>	<p>£767.40 (repairs) £3120.10 (new equipment incl. large gymnastics resources) £140 (replacement of playground resources)</p>	<p>in School and mindfulness workshops. (September and October 2019)</p> <p>Lesson observations with BCSSA representative indicated that of 3 gymnastics lessons observed, all were of a good quality.</p> <p>Daily Mile fully implemented – parental questionnaire in October 2019 reflected that 78% felt that it, and other planned activities, had a positive impact on their child’s health and well-being. 15 parents joined in DM event in September 2019. Summer Term event cancelled due to COVID-19.</p>	<p>Re-introduce sufficient level of activities after COVID-19 closure.</p> <p>Ensure that health and safety guidelines are thorough and rigorous and reflect dfe guidance.</p>
---	--	---	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation: 16 %

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:
Lessons planned carefully to increase pupils understanding of why PE is important; increase expectations in terms of planning games with pupils so that they know and follow rules appropriately.	Clear lesson plan strategy delivered by coach via INSET and then followed by staff. Objectives set, questions asked, involvement of pupils focusses on specific goals determined by the activity	£2587	Staff engagement and confidence continues to increase. Pupil KS2 survey showed that 86% felt that they were more involved in the planning and	Develop skills of new PE lead for professional development and sustainability. Plan focus days every term to

<p>Continue to develop strategies to raise profile of fitness across school with thorough records kept and support/encouragement given.</p>	<p>undertaken. Opportunities to share good planning and practice in school via PE lens panel board.</p> <p>Fitness activities have outcomes measured termly. Start initiative with Stars in School Day – visit from champion tumbler Jason Paddock to motivate pupils and encourage fitness. Yoga and mindfulness workshops.</p>	<p>£300 (as above)</p> <p>£200 (as above)</p>	<p>running of games and activities.</p> <p>100% of pupils reported enjoyment and benefits of Stars in School and mindfulness workshops. (September and October 2019)</p>	<p>encourage and motivate staff and pupils.</p> <p>Develop ways of recording enjoyment, success and progress in PE with all pupils.</p>
---	--	---	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
Continued partnership with Bishop Challoner and Central Sports Coaching to offer support for staff in the delivery of high quality PE lessons. Target teachers that are less confident in delivering PE sessions. Higher quality teaching in PE with result in high quality outcomes for progress and increased attainment.	Staff work together (through INSET sessions) to develop the PE long-term plan for school. Strengthen all round capability of staff in the delivery of PE, planning, assessment and evidencing impact. After staff INSET for PE and the discussion about progress and confidence, conduct some monitoring of staff to help identify teachers who would benefit from more CPD across the breadth. Team Teach where needed.	£927	Staff feedback from INSET was very positive with 100% participants feeling that they had more confidence to deliver PE lessons confidently and plan and assess more routinely. (February 2020)	Staff contribute to PE inset termly and openly discuss their professional development. Continue to access range of inset opportunities offered by BCSSA.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				Part of % allocation on K11
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>Extra-Curricular activities ensure there is a wide range of extracurricular sports available for children to access across all year groups. Some events planned to involve parents and carers.</p> <p>Residential: Children will attend Alton Castle. Alongside the faith journey, children will experience OAA activities over the course of 2-3 days. It will create an opportunity for our children to experience how to Kayak, abseil, orienteer, climb and other sports, such as archery, aimed at developing teams skills and self-confidence.</p>	<p>Ensure sports provision is set throughout the year. Link in with possible competitive opportunities with BCSSA and Central Sports Coaching. Including KS1 skills festival for all pupils.</p> <p>Subsidise or cover cost of all extra-curricular activities so that all pupils, including those who are most disadvantaged and those with SEND, have equality of opportunity.</p> <p>Plan events which involve participation of parents and carers – Sports and Stories, Sports Day and Daily Mile.</p> <p>Staff will attend with the children to develop and encourage all children to participate in OAA activities. Create report for newsletter, deliver and assembly and report via website. Questionnaire will be given to children to assess their experience; links made with Literacy curriculum.</p>	<p>Costed above with BCSSA</p> <p>Time</p> <p>Professional development time</p>	<p>Register of pupil engagement shows that 100% of pupils had something additional planned for in terms of PE throughout the year. (Some events have not taken place due to COVID-19 closure.)</p> <p>As of February 2020, 100% of our most disadvantaged pupils had undertaken additional sporting activity.</p> <p>These events were cancelled due to COVID-19 closure.</p>	<p>Continue to develop ways that all pupils, especially those most disadvantaged, have access to additional opportunities to engage in competitive sports and a range of health and fitness activities.</p> <p>Subsidise residential trips to ensure that all pupils, especially those who are most disadvantaged, have access to a range of opportunities.</p>
---	---	---	---	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
Being part of the BCSSA network allows us to take part in a range of activities. Children have taken part in a range of competitions including a swimming gala, Dodgeball, Handball, Gymnastics and Tennis (January 2020). Other activities planned during the rest of the academic year. The aim is to enable a greater proportion of children in school to take part in interschool competition. Subscription to School Games and collaboration with BCSSA	Enter competitions from both the local school sports partnership and from the BCSSA. Keep a register of the children to see how many have taken part in competitive sport – identify any groups that are missing out and target these for competitions; have inter-year group competitions across school. PE subject leader to dedicate a proportion of release time organising competitions – letters, risk assessments, travel arrangements and attendance at BCSSA meetings. Sports coach and subject lead to spend dedicated time developing those with particular abilities in sport.	Transport costs to competitive and whole year group events £603.60	More pupils than ever have had the experience of competing against pupils from other schools as part of our involvement in BCSSA and The School Games. Although many events were cancelled due to COVID-19 closure, we were able to demonstrate success and enjoyment in competitive sport for pupils in all classes in Key Stage 2.	Ensure that a range of events continue to be entered and subsidised annually. Develop engagement in ‘friendlies’ across the Tolkien Cluster. Seek sponsorship for a school football team.

NB – 8% of allocation left to spend as of 20/07/2020

Signed off by	
Head Teacher:	B. M. Smith
Date:	20/07/2020
Subject Leader:	B. M. Smith
Date:	20/07/2020

Governor:	Dawn Thompson (Chair)
Date:	20/07/2020