



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
• Offer further alternative sporting opportunities in response to pupil voice • To participate in and be successful in interschool competitions • To identify areas specific for Teacher and TA CPD • Improve the assessment of swimming in lessons to ensure all pupils meet the expected standards at KS2 • Initiate CHIPS • House Teams • Develop student leadership • Improving fitness levels throughout the whole school • Improve our OAA provision • Develop intra-school competition further • Cost of obtaining mini-bus license	• Offer further alternative sporting opportunities in response to pupil voice • To continue to participate in and be successful in interschool competitions • To continue to identify areas specific for Teacher and TA CPD • Encourage healthier packed lunches as part of a drive to improve overall lifestyle choices • Further develop student leadership • Improving fitness levels throughout the whole school • Improve our OAA provision • Develop intra-school competition further • Provide new and exciting experiences to encourage participation, e.g. Skates and ladders

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	10% (Lessons booked for the summer term cancelled 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]?	8%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	8%
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?	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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £19,330		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 children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Increase the time that pupils are engaged in regular physical activity and help impact on rising obesity levels.	Purchase playtime equipment (bikes, scooters, storage) update / replace existing equipment	£1000	Pupil voice feedback shows children have an input in the equipment we invest in for their playtime. This should allow them to take more responsibility of the equipment. Due to Covid-19, bubbles have been issued with their own equipment. All children are working together in their bubbles to create games and sharing equipment. Children are active and develop their balance and coordination though fun games at playtime. This supports the development of their fundamental movement skills	Pupil voice to be carried out annually	
	Offer additional sporting opportunities including clubs and competitions in response to pupil voice. Ensure a first aider is available during term time clubs	£500	Afterschool clubs are full and children enjoy being part of the club. B and C team competitions allow 30% more children to take part – This was postponed due to Covid-19	Playground leaders to support collecting and storing equipment	
	Update playground equipment. Investigate the cost of 'Monkey Bars' and for their installment in the back playground	£8000	This will be investigated further in the new school year		
	All children to take part in active sporting days and activities; Sport Relief 2020 Dance Days	£500	All children have the opportunity to take part in different activities and raise aspirations to continue to be active. All children took part in our Sport Relief activities and helped to raise money for charity Dance Days for Y3&4 has been postponed		
	Host Wellbeing Week with activities such as • Skipping workshop • Get Set for Tokyo • Unicef challenge Postponed due to Covid-19	£500	Children have an understanding of how to support their own wellbeing as well as developing confidence and raise aspirations	KS2 children to help lead activities to KS1, developing their leadership skills further	

	Further develop Year 5/6 leadership cross curricular, especially in the summer term to support transition to secondary school. PE subject leader to regularly meet with leaders during lunchtime to discuss their impact and way forward KS1 to pilot The Daily Mile	£250	Playground Leaders and Playground Buddies complete a successful training programme. Playground activities are planned for and run during lunchtimes. All pupils enjoy safe and happy playtimes. Key 'non-participants' are involved in increased physical activity throughout the week. Analysis of playtime incidents show decrease in behaviour incidents Staff voice has said this is improving fitness and mental wellbeing	All KS1 children to continue to the Daily Mile. Children to focus on beating their personal best
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To raise the profile of Physical Education and physical activity across the school and as a result, pupil participation and motivation	Subject Leader to investigate Silver School Games Mark criteria (build on the Bronze awarded for 2018-2019) and use in initial subject expectations auditing process	£500	Silver School Games Mark demonstrates the quality PE provision we provide our children. We can look at how we improve our provision – Not achievable this year due to postponement of activities as a result of Covid-19	PE t-shirts in house colours
	To ensure children are taking pride in their PE lessons so they achieve to the best of their ability		90% of children across the school wear correct kit. Children show pride by wearing the correct school kit. Children are able to take part in PE safely Continue to Insist on PE Kit expectation. Spare kit to all classes for persistent non-kitters	
	Improve our OAA provision. Don McKerrow to install OAA markers across the school, giving children the opportunity to learn a range of cross-curricular skills	£200	All children have take part in a PE-Geography Curriculum week All KS2 children have an OAA unit they complete using the makers installed. Children develop a range of skills including teamwork, map reading and compass reading	
	Book athletics track for Sports Day (School Games Day 2020)	£500	All KS1 & KS2 pupils will take part and experience sport at a specialist venue. This will inspire children to take part in sport outside school Postponed due to Covid-19	
	Work with the Healthy Schools lead to educate parents and children on healthy eating. Enlist Edward and Ward to deliver a parent workshop on healthy school lunches		Families will gain a better understanding of healthy eating - Postponed	
	Host a Family fun run and picnic in the park to raise money for charity and develop community links		Raise money and develop community links - Postponed	Start a weekly Wake-n-Shake – the whole school community to do a 10 minute dance / workout. Increased fitness, mental wellbeing, self-esteem and confidence will have an impact on

	PE resources are stored appropriately, safely and securely		Equipment is stored appropriately and lessons are adequately resourced. New equipment is purchased when needed	learning across the curriculum
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To improve the percentages of 'good' and 'outstanding' teaching in PE.	Subject Leader to ensure planning for all areas PE Lead to carry out observations to ensure PE lessons are of a high standard and differentiated appropriately; Offer a wealth of resources and lesson ideas to aid teachers in their planning, including the use of 'Core Tasks'. Subject leader to deliver INSET for school staff Gymnastics Motor Skills (TAs) Pupil achievement and progress to be tracked on Pupil Asset		Planning exists in every year group. Subject leader works with the teachers to adapt the planning to suit their class. Staff voice shows teachers feel more confident teaching the curriculum content 100% of taught PE lessons are Good or better across the school. Planning and pupils' tasks are pitched appropriately and affords opportunities for progression Teachers are confident with understanding how to progressively teach skills involving: throwing, catching, running, jumping, balancing etc. Staff Meeting – Gymnastics – All staff are more confident teaching gymnastics and children are making better progress with the fundamentals of gymnastics INSET for TAs – how to successfully support with teaching and learning. TAs will be able to better support pupils with their fine motor in class, which will help to improve handwriting - Postponed PE Subject Leader to deliver training to NQTs in the borough (WTSA). This provides new teachers with a basic resource bank and knowledge to start teaching the fundamentals of PE - Postponed Children are actively involved in self- and peer-assessment. Pupils can communicate to their peers and teachers the steps they need to take/ have taken in order to improve. As a result of this, children are able to progress within a lesson and identify strengths and weaknesses of particular skills At least 80% of pupils in each year group make ARE by the end of the	Support teacher to differentiate appropriately

	To develop a consistent approach to assessment across the school using Pupil Asset. All staff teaching PE to be able to use the assessment tool to accurately assess children To raise teachers' confidence and ability in observing and assessing children's movement skills. Key staff members to video pupils in active learning situations to use as movement analysis tasks		year Appropriate targets are set and tracked to improve the progress of all children, including more able learners. Teachers show improvements in observing and analysing children's movements. Teachers show an improved understanding about how to differentiate tasks and break down skills in order to help children make progress – Focus for new school term	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Continue to offer a wide range of activities outside the curriculum	Implement and analyse pupil voice survey - use pupil voice to initiate the introduction of alternative sports/ equipment, for those children who may not enjoy traditional school team sports	£500	Pupils feel that they have a voice and are listened to. A variety of sports and physical activities are on offer during break times and after-school hours which cater for different sporting interests, e.g. performance gymnastics, squash	Survey pupils at least once in the school year
	Run intra school competitions		Increase in children actively taking part in competition. An increased number of children in KS2 taking part in competition	
	Monitor Club Registers	£5050	Able to better track attendance and encourage children to continue to attend. Children have a good choice of clubs and enjoy them. All clubs are full. Children are able to try different activities, develop social skills and prepare for competitions	Look into supporting key groups of children (e.g. PP), subsidizing clubs where necessary
	Employ coaches to deliver before and after school clubs providing specialist skills		56% of children regularly attend clubs 31% of children attending are PP An increased number of children attend club and have developed their skills and are preparing for competition	
	Continue to offer squash to Y4 children		Children consistently attend Squash weekly, fitness level and hand-eye coordination has improved. Children have also developed their social skills as they eat together before returning to school	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to provide opportunities for pupils to participate in local competitions	Liaise with borough School Games organiser and buy into their competition programme of events– Some events postponed	£200	ASD Base children have taken part in the Inclusion competitions. This supports their social development, confidence and raised their aspirations	Engagement of more girls in competitive sport – This Girl Can Initiative
	Buy into the PPSSA events and competitions – Some events postponed	£250	Our school has taken part in competitions against other schools within the borough. Subs help to hire Dover House Road Playing Fields. This has raised aspirations and confidence	
	Liaise with King's College Wimbledon (Sports Days and Open Doors)	Free	100% of KS2 children have the opportunity to take part in competition against other schools – Postponed	