

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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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"> • New PE Teacher in place and allowed time to 'get to know' the school and our provisions before starting a fresh new year September 2019 • Successful clubs being led by external agencies, accessed by many children • Links with MK Dons Football Club through class based lessons on health and fitness • Taster sessions in new sports/sports not covered in our curriculum 	<ul style="list-style-type: none"> • 'Teacher buy in' in terms of the importance of physically active days in school. • Club uptake not as good as we would like it to be • Formal competitions are not frequent enough • Our outside area is magnificent- but under used and has not seen recent investments

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>	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	96%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91%
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

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: 2019/2020		Total fund allocated: £19,00	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	82%
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:
1) Linked to school development plan targets; a formal introduction of 'wake and shake' style 10 min additional Physical activity per day across Year groups 1-6.	<ul style="list-style-type: none"> Set class timetables to ensure ring-fenced time for Shake Up Plan CPD for staff to ensure expectations are understood and examples/ideas shared for successful implementation Purchase resources to support this 	£500	<ul style="list-style-type: none"> Pupils talk about Shake Up and the activities they do Visitors can observe Shake Up every day across the school All pupils are physically active for at least one hour more a week than they would have been 	Monitor consistency across all classes Revisit in 2020-2021 SDP to include further resources/ideas for ten minute bursts of activity
2) Linked to SDP; improve outside spaces to encourage more activity and opportunities for outdoor learning	<ul style="list-style-type: none"> Gain 3 quotes for new playground structure to enrich playtimes for children in upper school (2 year fundraising plan lined to £6K carried forward from 2019 Sports Grant) Identify a 'Forest School 	£15,000	<ul style="list-style-type: none"> Significant contribution to the £35K needed made through sports grant; project completion set October 2020 at the latest. Evidence of Forest school activity across all year groups over the course of 	Monitor use across each year groups and adapt the 2020-2021 curriculum offer as necessary to ensure equal opportunities for outdoor learning are there. Revisit in 2020-2021 SDP to include further

	<p>Leader' within school and develop an outdoor curriculum</p> <ul style="list-style-type: none"> • Training for Forest schools /outdoor learning for staff • Purchase resources and make improvements to our current 'allotment' to ensure that the space is a dedicated forest school area 		<p>a year</p> <ul style="list-style-type: none"> • Staff leader in place, suitably trained and allocated leadership time to make improvements • CPD scheduled for staff (taking science outside) with external trainer has left staff feeling motivated to take lessons outside; an increase in outside learning • Forest School area is being used by pupils in a variety of contexts and across the seasons. Children give positive feedback about their experiences of working outdoors. 	<p>resources/improvements as this will not be a one year transition/change</p> <p>Seek external training for key members of staff to deliver the Forest school curriculum OR seek to employ a dedicated person.</p>
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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:

%

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:
1) Linked to SDP; Re-imagining of the current House system as a tool for the promotion of PESSPA as well as a motivational tool for behaviour and sense of community within the school	<ul style="list-style-type: none"> • Re-brand Houses and allocate children as family units to Houses • Allocate Teacher leaders of each House and assign House Captains and Vice captains from Years 5 and 6 	£500	<ul style="list-style-type: none"> • Children can name the House to which they belong and can list at least one event that they have participated in as a result of House membership 	<p>Monitor consistency across all House groups</p> <p>Further develop the roles of House leaders and of inter-house competitions spanning beyond sports/PA</p>

	<ul style="list-style-type: none"> • Create displays/promotional materials to advertise the Houses • Organise House events, including termly Inter-House Sporting competitions • Involve parents/carers in the excitement around Houses through regular updates/assemblies etc. 		<ul style="list-style-type: none"> • All children participate in inter-house sporting activity at least twice a year • Parents are aware of the House system and have supported children at events • Sports Day is heavily organised around healthy competition between Houses and the working for the collective good of the House • Behaviour of children is celebrated within Houses-encouraging and promoting excellent behaviour for all 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	5
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:
1) Provide additional external training for NQTs on active learning and PE	<ul style="list-style-type: none"> Book NQT training through PEP:MK 	£150	<ul style="list-style-type: none"> NQT reports new learning and uses this within their lessons 	Continue this process should feedback and evidence of impact be positive
2) Affiliation to MKSSP beyond basic package to ensure regular support for staff and access to new training	<ul style="list-style-type: none"> Complete MKSSP affiliation process/budget effectively 	£800	<ul style="list-style-type: none"> Sports leader feels well supported and is supported in creating action plans for school development in PESSPA; school has clear action plans for long term PE improvements Staff are confident in leading PE sessions; regularly updating their skills and knowledge through training or dissemination of training. 	Consider future of this partnership, checking for best value for money/monitoring of impact

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	18
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:
1) Employ a PE coach/teacher for additional time (beyond delivery of core PE curriculum) to ensure that high quality clubs are on offer to the children outside of core lessons, thus raising participation levels through keeping additional costs to parents to a minimum	<ul style="list-style-type: none"> Contract member of staff 0.7 Facilitate clubs (variety) after school x 2 per week and over one lunchtime, advertise to families 	£3000	<ul style="list-style-type: none"> More children than ever before are involved in school led clubs/sporting opportunities 	Monitor uptake and provision/offer for a range of children's ages. If successful, invite teachers to extend their hours in a similar way Consider/research possibility of an apprentice to support this broadening of the curriculum
2) Introduce children to a range of less familiar sports/physical activities throughout the school year	<ul style="list-style-type: none"> Arrange taster sessions in dodgeball, cricket and table tennis Offer half a terms worth of yoga classes for families (free of charge) to trial take up 	£300 £200	<ul style="list-style-type: none"> Evidence shows number of children participating in clubs has increased since 2018 Positive feedback and take up from families ref yoga classes 	Repeat these strategies (alternative the new sports/offers) each year to maintain interest

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:
1) Linked to indicator 4.1; increase the number of intra-school competitions/opportunities for competitive sports through better involvement in local groups and increased participation in events	<ul style="list-style-type: none"> Seek opportunities for competition with other schools Train teams in preparation for the above Attend and supervise these events (after school and in school time) 	£800 (travel/cover)	<ul style="list-style-type: none"> Evidence shows that there has been a 10% minimum increase in the number of competitions/events entered Evidence shows that more children have benefitted from the above as a result 	Continue, increasing sports and age ranges and involving other staff members

Signed off by	
Head Teacher:	Carrie Matthews
Date:	September 2019
Subject Leader:	Aaron Gould
Date:	September 2019
Governor:	Margaret Hart
Date:	October 2019