



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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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:
<p>Broader experience of a range of sports and activities offered to all pupils</p> <p>Increased participation in competitive sport through local partnership</p>	<p>Further CPD for staff to increase confidence, knowledge and skills</p> <p>Encourage participation in sports in and out of school, including local sporting events</p> <p>Ensure physical activity takes place daily</p> <p>Continue to offer a broader experience of a range of sports and activities to all pupils</p> <p>Encourage participation competitive sports outside of partnership</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>	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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: £16,950		Date Updated: 05/12/2019	
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: 19%
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:
Promote physical activity with children who are less physically active, including through after school clubs	To embed a daily run or engagement in physical activity as a part of the school day – all children to participate and to understand the importance of being active (10- 15 mins daily) Encourage less active children to engage in healthy lifestyles and physical activity		£500	Pupils are enjoying the bursts of physical activity. This has had an increased their daily activity beyond playtimes and PE lessons.	Continue with daily mile. No further investment needed so easily sustainable.
Purchase of essential equipment needed to allow for the safe and effective delivery of games and gymnastics lessons across the school- safety mats, small apparatus, training bibs	Good to outstanding pupil engagement and participation to reach National Standard by the end of Key Stage 2		£500	New equipment allowed for a broadening of physical challenges for pupils at all levels.	Equipment is now sufficient to provide at least good PE lessons.

All pupils leave KS2 meeting the expected standards in swimming	Additional swimming tuition for pupils not on track to reach expected standard at the end of KS2	£2,500	Despite school closures due to covid-19, 100% of pupils at Y6 competently, confidently and proficiently swim over a distance of at least 25 metres, using a range of different strokes effectively. 100% current Year 6 cohort perform safe self-rescue in different water-based situations	Continual investment is needed to provide booster lessons to children who would not otherwise met the standard. Swimming lessons begin in Y3 to allow for time to teach children so that standard can be reached before end of KS2.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 40%
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 the advice and expertise to inform staff about how to raise the profile of PESSPA across the school	Become member of Youth Sports Trust (YST)	£200	Regular use of website (forums, newsletters, publications) which had a positive impact on provision.	Continue to be members of YST. Continue upgrading to 'plus' or 'premium' membership.
Well-resourced and safe equipment to enable high quality PE	Ensure equipment complies with safety standards. Repair or replace if required.	£2500	Safety check completed and repairs and replacements actioned for effective use of equipment. Positive impact on engagement as resources can continue to be used, including at playtimes.	Continue to maintain equipment.
Pupils to participate in the Oxford Challenge, which entails running 12.1 miles in school, followed by the final mile at Oxford Half on 13 th October 2019	Improvement in opportunities for positive participation in a national event	£340	Event enthused those pupils that participated (36 children. It also built self-worth and sense of community.	Repeat event next year. Encourage wider participation. Aim for 50% of pupils.

<p>Develop capacity for Forest School provision to provide opportunities for healthy and physically active lifestyles as well as promoting importance of mental health and wellbeing.</p>	<p>Employ Forest School leader to run two days of Forest School for pupils in Rec, Y1, Y2, Y4</p> <p>Teaching Assistants to assist and support in running of Forest school in order to build capacity for future</p>	<p>Forest school leader: £3000</p> <p>Forest school support £1000</p>	<p>All pupils in the school experienced high-quality provision in active outdoor education. This program of holistic development was most beneficial to all who participated, pupils and adults alike. All pupils report enjoying participation and activity.</p>	<p>Continue to seek main source of funding from PTA. Sports funding to supplement this when sessions are designed to be very physically active.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%
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:
Employ quality assured sports coaches/teachers to work alongside teachers in lessons to increase their subject knowledge and confidence in PE (based on audit of staff training needs)	Sports coaches from Oxfordshire Sport for All and Excel Sports to team teach PE alongside teachers for a 3 half term blocks	£1,520 + £1,800	Summer, Autumn and Spring terms- Staff learnt and successfully used models taught by CPD provider. Pupils displayed an enthusiastic increase in skills development and confidence development. Coach was seen as positive role model for children. Staff confidence, skills and knowledge has increased in football, hockey and rugby.	Staff confidence, skills and knowledge have increased so that they will be able to offer high quality provision.
CPD to develop skills to teach swimming to KS2 pupils in order to reach the statutory requirement of 25m by the end of KS2	JP and SH to attend training	£370	Staff are competent to teach groups of children to swim to the required standard in a professional and safe manner.	Staff now have required training. Staff to continue supporting swimming lessons.
CPD opportunity for whole school to participate in dance workshops related to CCC	All children involved in a dance workshop led by dance specialist. All teachers provided with a sustainable model that can be used to promote the development of dance at each key stage	£180	All staff to observe a sustainable model of teaching high quality dance to their classes	Staff confidence, skills and knowledge have increased so that they will be able to offer high quality provision.

Professional development of PE coordinator in order to support staff with their PE teaching and development of PE curriculum.	SL to attend PE conference and Youth Sport Trust sessions. Attend termly cluster meetings for PE partnership.	Release time for PE coordinator: £400	All meetings attended. PE coordinator kept abreast of current developments of subject and how this impacts on school curriculum progression. Changes made as appropriate.	Staff confidence, skills and knowledge have increased so that they will be able to offer high quality provision.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24%
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:
School to provide range of taster sessions for variety of sports and activities. School to monitor and provide a broad range of after school clubs. Awareness of mental health and wellbeing through initiatives such as Relax Kids	Link with local community AND Attendance at partnership events Attendance in Sailing (Y6) and other sports	£500	Taster sessions in 2019-20: Trigolf, footy-kids, Relax kids, martial arts, Chance to Shine cricket, All star cricket, Mini Whistlers football, sailing, cycling Partnership events: Y1 dance, Y5 street dance, y2 ultra Olympics Physically active clubs: tennis, tag rugby, Relax Kids, footy kids, football, sports games, performing arts. 50% of pupils attended a physically active club in 2019-20	Continue to introduce children to a range of sports through workshops and clubs. Follow this up with information on taking up sport in local area.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
Promote competitive opportunities for all pupils across school (year 1 – 6) in both intra and inter school formats through liaison with WOSSP (West Oxfordshire School Sports Partnership) who provide a comprehensive timetable of inter-schools events and competitions, some linked to School Games.	Attendance in partnership events Identify talented children for participation Specific coaching prior to events to ensure children are competitive Arrange transportation	£1500	School has taken part in 90% of partnership competitive events but some were unable to go ahead due to COVID19 outbreak. Team success TBC Individual success TBC	Continue to pay to be part of partnership sport events. Keep a log of which events each child is participating in.

- Note there is £640 to carry forward as it was unspent due to COVID-19 relate school closures.

Signed off by	
Head Teacher:	R Joannou
Date:	30/03/20
Subject Leader:	S Legge
Date:	29/03/20
Governor:	
Date:	