

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by

Department for Education

Created by

association for Physical Education

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.

Created by: association for Physical Education, YOUTH SPORT TRUST

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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:
• Confidence of staff has increased; after continued CPD they are now more equipped to deliver a broader and more balanced curriculum. • Children are now given the opportunity to participate in a range of sporting activities across the curriculum (within the curriculum and after school). • Children have been given the opportunity to represent the school in various competitions competing against other schools throughout the year. • Bronze Games mark achieved 18/19	• Going forward, St. Gregory's need to increase the levels of children being physically active and competitive even more, both in school and outside of school. • Staff will require continued support in teaching certain areas of the curriculum through team teaching experiences working with various specialist – a focus for us as a school is gymnastics and dance. • Monitoring of teaching and learning in PE across the school. • Develop assessment of PE across the school. • Introduce a daily mile type of initiative across the whole school • Set up a School Sports Committee • Monitor the participation of extra-curriculum activities across the school, sports committee to lead and involve the lesser active children • Aim to increase the participation of competitive sport across the school

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.	97%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Front crawl = 97% Backstroke = 63% Breaststroke = 40%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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:** £	**Date Updated:**		
Key indicator 1: The engagement of all 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**	19%
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:**
Plan and organise a range of clubs for the children to attend after school	Organise a range of clubs for the children to attend all key stages (e.g football, netball, gymnastics)	All4Sport £9000 in total	More clubs being offered to the children than previous. Range of children attending the clubs.	Links have been made – look to offer more clubs in the future.
PE Maths through All4Sport	CT and children to attend a term of weekly PE maths sessions. CT to undertake training to learn how children can learn and be physically active through maths.		All staff given the CPD to lead PE Maths.	Staff given the opportunity means a greater chance of physical activity in the curriculum.
Promote the daily mile initiative across the school	NC to devise a progressive timetable for CT to use across all year groups. Timetable to increase distance over the weeks.	N/A	Not followed through for the whole school – action for next year. Key workers chn and others have experienced daily mile time.	Continue to action next year.

Set up lunch time play leaders	Select play leaders from Year's 5 and 6 to plan and organise lunch time activities.	N/A	Year 5 children given the role at play leaders.	Continue to action next year.

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**	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:**
PE and school sport achievements to be celebrated during weekly awards assembly so that the profile of PESSPA is promoted throughout the school, inspiring other children.	Encourage children to share their sporting achievements from in or out of school	N/A	Continues to happen each week – children encouraged to share their sporting achievements.	Sustained and continue to action next year.
Organise specific PE certificates to be awarded during our weekly assembly	Create a special certificate that can be awarded in assembly.	N/A	Not completed up until March 20’	Continue to action next year as part of our new PE curriculum.
Develop and improve lunchtime equipment	Work with welfare staff to devise orders for new equipment	£500	Welfare staff given funding to improve lunchtime equipment – discussed with staff and order placed	Sustained and will be continued as an action next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:**
Work with class teachers to review our current LTP	Ask CT to evaluate and review current LTP. Work with CTs to develop new LTP	Staff meeting	Discussions had with teaching staff about current LTP in place – spoke about possible changes and things that need to remain the same. New LTP created 2020.	New LTP will be monitored over the next academic year.
Support KS1 staff with the beginning and end of key stage bassline	Work with Year 1 and 2 CT to complete beginning of key stage and end of key stage bassline	SL time out of class – supply cost	Supported Year 1 – not yet been able to support Year 2 CT due to Covid-19 – continue to be actioned next year.	Sustained and monitored for the next year.
Use external agencies to support CPD across the school – having a focus on dance and gymnastics	Devise CPD plan for staff throughout the year.	All4Sport £9000	Staff CPD put in place for the year	Research CPD continue for the next academic year – dance focus.

ZB to improve assessment of PE across the school	ZB to develop PE assessment for all year groups	SL time out of class	ZB attached CPD course – new assessment now in place	New assessment will be monitored over the next academic year.
Ensure PE equipment is maintained following H&S guidelines	NC to ensure PE is maintained and order any equipment as and when necessary	£1000	PE equipment maintained as and when necessary over the academic year.	Sustained and actioned over the next academic year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
Intent	**Implementation**		**Impact**	39%
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:**
Offer children a wide range of sporting experiences, with a focus on identifying and the encouraging those children who do not participate readily in sporting activities in order to engage them in sport, with the hope of them continuing to enjoy sport outside of school.	Offer children a range of sporting experiences and try to offer new sports. Carry out pupil questionnaire to ascertain which sports the children enjoy doing and if there are any others that we could offer, then liaise with sports clubs in the local community. Hold discussions with the Sports Committee about what else we could offer.	All4Sport £9000	New clubs being offered, more extra-curricular clubs than ever before.	Sport clubs to be monitored next year, focusing on attendance and participation. Target children who don't attend.

	Hold discussions with the children who do not attend extra-curricular clubs to see if there are any barriers stopping them from attending or if we can offer something that they would be interested in.			
Year 6 residential to Towerwood	Organise Transport to and from Towerwood and pay for evening activity	£500	Unable to attend due to Covid-19	Event will be actioned for the next academic year.
Rewards events to be sports based to increase range of activities experienced (e.g. archery for house team winners etc)	Research and book rewards events (e.g. archery)	£3000	Events actioned and organised, unable to attend due to Covid-19	Event will be actioned for the next academic year.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: %
Intent	**Implementation**		**Impact**	8%
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:**
Continue to provide the children with numerous competitive sporting opportunities, against their peers in school and against other schools in inter-school competitions, tournaments, festivals and leagues. More children playing more sports, means more children engaging in sport more often. This will hopefully lead to children following pathways to sports clubs outside of school.	Work to increase the number of children representing the school in PESSPA	Transport costs	Some events attended over the academic year – target of at least 1 per term.	Continue to action in the next academic year in order to increase participation levels, therefore making more children physically active.

Signed off by	
Head Teacher:	M Quigley
Date:	
Subject Leader:	Z Brierley
Date:	07.07.2020
Governor:	
Date:	