

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by



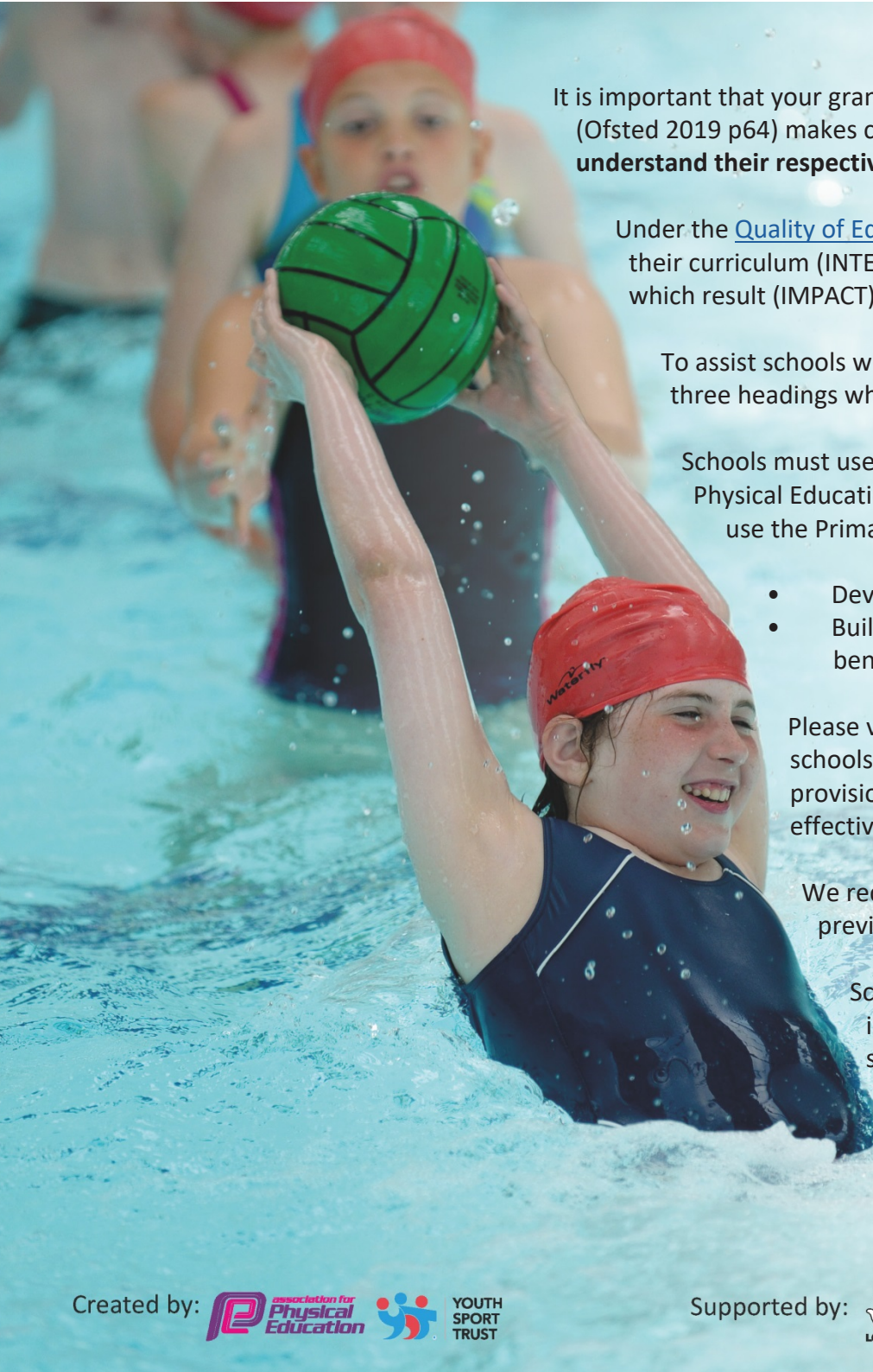
Department
for Education

Created by



YOUTH
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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>Increased participation in competitive tournaments. Increased pathway opportunities across a wide range of sports. Increased participation in run a mile and fitness activities, especially with less active children. Extended after school club provision. Well developed leadership programme for Sports Crew.</p> | <ul style="list-style-type: none"> • Develop a well structured programme of PE provision for increased SEND numbers across age groups. • Develop programme of active maths and literacy lessons. |

| | |
|--|------|
| 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? 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> | 48 % |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 35% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 35% |
| <p>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?</p> | 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: 2020 / 21 | Total fund allocated: £18, 025 | Date Updated: April 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: 14 % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on 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: |
| <ul style="list-style-type: none"> • Children monitoring their own activity and finding ways to stay active in school and at home. • Teachers identify less active children and monitoring activeness across their class throughout the day. • Increase types of activity on offer to encourage wider range of children to be active throughout the day. • Increase the participation in and amount of before and after school sports clubs to accommodate more pupils. | <ul style="list-style-type: none"> • PE lead training on active maths / literacy. • Completion of heat mats to target and engage less active children. • Assembly to promote 30 / 30 fitness. • Sports Crew Training for playtime sports stop / wake and shake / lunchtime fitness by Sports coach. • Sports Stop run by Sports crew – targeting personalised improvement. • Work out Wednesday run by Sports Crew – providing ‘dance’ based activity to encourage more children to be active. • Class attending and leading active maths festival – teachers and children disseminating activities to staff. • Run a Mile across 2 classes | <ul style="list-style-type: none"> £50 -Funding outdoor speakers for Work out Wednesday £2,400 – Sport coach funding to Train Sports Crew leaders and run before and after school fitness clubs. £50 Prizes | <ul style="list-style-type: none"> • Children understand the positive affects of being active. • Several children winning awards for complete the 30 / 30 challenge. • Children modelling possible home fitness activities to whole school. • Increase in children (particularly less active girls) participating in activity. | <ul style="list-style-type: none"> • Training new Sports Crew to lead lunchtime activities. • Reintroduce fitness focus for the year through regular assemblies. • Disseminate more games to teachers through INSET. • Train teachers further in active lessons and use of resources. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|---|---|--|---|
| | | | | 14% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear on 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: |
| <ul style="list-style-type: none"> • Children respond positively to PE lessons, active lessons and clubs. • All children participate in whole school games days that promote healthy habits and active lifestyle. • Teachers use active approaches to teaching across the curriculum. • Bikeability: Children learn to ride bikes safely in order to adopt healthy travelling attitudes. | <ul style="list-style-type: none"> • Assemblies to promote healthy life style, encourage participation in active events, outside clubs and to celebrate success – children sharing clubs they attend / children sharing out of school awards in sport / understanding the affects of exercise on learning and behaviour / sports stop / workout Wednesday. • Notice board / Twitter / Website / newsletter: Profile of sport and fitness to be promoted around school and to parents. • Maths co-ordinator to attend active maths festival and disseminate games back to school. • Wake and Shakes: Led by sports crew to encourage positive healthy starts to the day and encouraging parental engagement. • Sports Crew run whole school games days. | <ul style="list-style-type: none"> £100 supply cover for PE Lead £300 - ALPS membership £1621 – Sports coach / whole school games days £98 Prizes and equipment | <ul style="list-style-type: none"> • Additional children have pursued cricket, hockey, athletics, tennis clubs outside of school. • 5 children won prizes for completing the active challenge. • Higher uptake at sports stop. • 10 children (inc SEND) participating in Workout Wednesday. • Positive feedback from children and parents on Wake and Shakes. • All children exceeded their target number of laps on Sport Relief day. | <ul style="list-style-type: none"> • Continue 30/30 assembly initiative – encouraging higher uptake by promoting in class. • Train new sports crew to lead activities in new academic year. • Re-establish Workout Wednesday and sports stop after lockdown in bubbles. • Increase Wake and Shake experiences in line with Covid 19 guidance. • Continue with whole school games days. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: | |
|---|--|--|--|--|
| | | | 28 % | |
| 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?: | |
| <ul style="list-style-type: none"> Teachers deliver high quality PE lessons across the full spectrum of sports provision. Teachers will make accurate assessments of children's progress and can intervene during lessons to support. SEND TAs trained in delivering high quality activities. PE lead trained on new sport – Badminton. | <ul style="list-style-type: none"> Teachers observe and participate in leading and assessing children in a range of PE lessons across the full spectrum of sports provision alongside sport coach professionals. Teachers identify less active / confident children and work alongside to model, motivate and encourage. Badminton training disseminated to 3 teachers, badminton lessons delivered across 2 classes and badminton club set up. | <ul style="list-style-type: none"> £4,947 - Sports Coach £200 – Supply cover for PE lead training and dissemination. £50 – Badminton resources | <ul style="list-style-type: none"> Teachers are confident to lead their own lessons and see how to progress children. Well observed assessments are made of children's attainment and so appropriate support is given to pupils in lessons. Children are well motivated in lessons and achieve high standards. | |
| | | | Sustainability and suggested next steps: | |
| | | | <ul style="list-style-type: none"> Continue to follow lesson structures of paired teaching alongside sports coach. Disseminate information from ALPs training. Survey new teachers to identify strengths and weaknesses in sport. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | Percentage of total allocation: | |
| | | | 19 % | |
| Intent | Implementation | Impact | | |
| Your school focus should be clear on 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?: | |
| <ul style="list-style-type: none"> Children will have access to a wide range of sporting opportunities within and outside of the school settings. These include gymnastics, netball, hockey, rugby, cricket, basketball, athletics, mixed football, rounders, badminton, Tri golf. Children will be have access to specialised expert tuition. E.g. dance, hockey, badminton, cricket, basketball – Hoops for Health. | <ul style="list-style-type: none"> Set up coaching programmes with out of school providers – Hoops for Health / Platform Cricket / Honor Oak Panthers. Take part in all tournaments offered from ALPs. Participate in Lewisham Live dance. Swimming tournament. Badminton: Set up teacher / TA CPD, deliver lessons, run after school club. | <ul style="list-style-type: none"> £3000 – sports coaches £50 Lewisham Live dance £175 – Platform Cricket £100 replenishing footballs and hockey balls | <ul style="list-style-type: none"> Children developed strong understanding of basket ball skills and were able to put into practice in competition. Dance – children learnt to choreograph, rehearse and perform professionally on a theatre stage gaining huge confidence. Children in yr 4 & 5 confident in Badminton raquet control Cricket and swimming postponed due to Covid 19 (resuming in September). | |
| | | | Sustainability and suggested next steps: | |
| | | | <ul style="list-style-type: none"> Continue to work in partnership with groups from outside and signpost children into out of school clubs. Embed badminton as a new sport in school. Take part in Lewisham Live with new cohort. Access further new sports such as kurling and SEND offers through ALPs and outside provision. | |

| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: |
|--|--|---|--|
| | | | 25 % |
| Intent | Implementation | Impact | |
| Your school focus should be clear on 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?: |
| <ul style="list-style-type: none"> Participate in the full range of tournaments on offer through ALPs. All children in KS 2 4 – 6 to have opportunity to participate in tournaments. Participate in additional Basketball tournament. Compete in Platform Cricket Tournament. All children to have opportunity to participate in whole school games days. All children participate in personal competitions, in class and in playground. | <ul style="list-style-type: none"> PE Lead and Sports Coach to monitor participation of pupils in tournament. Attending the full range of School Games events on offer from ALPs. Hoops for Health Project: Basketball lessons and fitness workshops delivered to Yr 5. Sports Stop and class activities encourage children to rise to challenges and improve their personal scores. | <ul style="list-style-type: none"> £4,484 - Sports Coach £100 restocking basket balls | <ul style="list-style-type: none"> Children are trained to compete confidently in sports following rules and achieving success. Children well skilled in basketball. Children increasing scores in personal challenges. |
| | | | Sustainability and suggested next steps: |
| | | | <ul style="list-style-type: none"> Adapt competitions during Autumn term due to covid 19. Develop SEND tournament programme. Repeat Hoops for Health project |

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| Signed off by | |
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