

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 2020:	Areas for further improvement and baseline evidence of need:
<p>Regular attendance at interschool competitive events</p> <p>Wide variety of extra curricular sports clubs offered across the school including those for KS1 and KS2</p> <p>Regular attendance to sporting events for pupils with SEND.</p> <p>Daily physical activity sessions for most classes-daily run, Go Noodle</p>	<p>Training of Playleaders to maximize physical activity at lunchtimes</p> <p>Raising the profile of PE through daily physical activity by every class, clubs, sports day, celebrating achievements.</p> <p>Increase the number of children attending competitive events especially girls in Upper KS2</p> <p>Increase number of children with low activity levels participating in extra curricular sport activities.</p> <p>Continue access to more events for children with SEND- reach out to wider community also</p> <p>Increase numbers of families travelling to school in active ways</p>

Swimming Provision was timetabled for Summer term 2020, targeting year 5 and 6 (non-swimmers only) but due to the Corona Virus Pandemic, unfortunately this could not take place.

Next year we will continue with the timetable and swim sessions, monitoring those who are still not able to swim competently 25metres and enhancing their self-rescue methods.

Academic Year: 2019/20				
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				
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:
<p>Inspire children to be active within the school day creating more opportunities for them to participate in physical activity</p> <p>Introduction of daily mile or Go noodle physical activity for classes.</p> <p>Children to receive high quality PE taught by teachers or outside providers (Premier Sport or Land F Multisports)</p> <p>Encourage children to cycle, walk or scoot to school.</p> <p>Subsidise after school sport club participation or offer free places to children in receipt of FSM</p>	<p>Staff to share sporting enthusiasm/achievements with children.</p> <p>Sport equipment available at breaktimes and lunchtimes to encourage activity at these times.</p> <p>EYFS using bikes and trikes on daily basis.</p> <p>All children have access to at least 2 hours of PE a week</p> <p>Encourage participation in after school sports clubs offering free places to those who do no or very little sport.</p>	£5005	<p>Staff report enthusiasm from children for the daily physical activity-improvement also in focus and concentration in lessons.</p> <p>Children keen be involved in clubs outside of school because of coaching in school.</p> <p>Many children use bikes etc to come to school</p>	<p>Maintain levels of class involvement in Daily Mile or Go Noodle. 100% of classes to do at least 15 mins of Physical activity a day in addition to class PE</p> <p>Survey teachers to ascertain the impact of sport on children's focus and attention.</p> <p>Increase levels of participation in after school clubs or sports clubs outside of school.</p> <p>Encourage more families to switch to more eco friendly methods of transport. Aim for 50% improvement in current total. Survey-September 2020</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
<p>Ensure that PE and Sport is viewed positively and encourage all pupils to be involved in school sporting events</p> <p>To celebrate any children's achievements within sports, both in a competitive setting and an inclusive setting.</p>	<p>Promote PE and school Sport in social media and school website.</p> <p>Create a safe environment in which children feel confident to participate</p> <p>High numbers of children participate in school sporting competitions.</p> <p>Wide range of after school sports clubs offered to meet wide range of interests.</p>	£3323	<p>Website has designated page to celebrate individual and team sporting achievements-raising self esteem and sense of achievement.</p> <p>Less active children have been monitored and the increase in physical activity/PE and Sport measured.</p> <p>Questionnaire to parents re clubs on offer</p> <p>Children's self esteem and confidence is boosted by taking part in sporting activity and having achievements celebrated.</p>	<p>Ensure all sporting achievements are celebrated.</p> <p>Survey pupils/parents about clubs they would like to be on offer.</p> <p>Introduce new sport club.</p> <p>Sport and physical activity can be used positively as additional reward with some groups helping to encourage positive behaviour and attitudes.</p> <p>Link use of sport to learning about healthy life styles and science.</p> <p>Possible visit to sporting venue to watch fixture?</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
<p>Continue to develop confidence and skills of all staff so that children receive high quality experiences in PE and Sport.</p> <p>To allow members of staff to train and continue their own CPD in different areas on teaching and monitoring and assessing PE.</p> <p>Specialist coaches to work alongside teaching staff as part of CPD</p>	<p>Access to appropriate CPD raises staff confidence in skills in specific areas and therefore children receive high quality teaching.</p> <p>Dance, Gym PE courses were attended in the Autumn term by members of staff.</p> <p>Staff involved in extra- curricular sport and activity.</p>	<p>£2737</p> <p>(Teacher training CPD/ courses)</p>	<p>Teachers delivering PE have a better understanding of techniques and progressions being taught.</p> <p>Teachers are becoming more confident in using PEDPASS to help progression and assessment of lessons</p> <p>Teachers are able to access CPD</p>	<p>Teachers continue to team teach and develop their confidence further through delivering parts of PE lessons with support from PE lead.</p> <p>Appropriate CPD identified through staff survey</p> <p>Specialist coaches continue to be utilized to support teaching of sport across the school.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
<p>Ensure that all children can access a wide range of activities and sports as part of curriculum or as extra curricular activities.</p> <p>External coaches used where needed to deliver broader activities such as yoga, sailing.</p> <p>Exeter City L&F Coaches Premier Sport</p> <p>Support access to extra curricular clubs and participation of sports competitions for all children.</p>	<p>Continue to develop a broad and inclusive curriculum for instance Sailing in Years 5/6</p> <p>Yoga for children who have been identified as benefitting from sessions</p> <p>Multisports offered to KS1 children, changing sports every few weeks to give a broad range</p> <p>Extra curricular clubs subsidised for all pupils and free for children in receipt of</p>	<p>£9188</p> <p>Yoga Sailing Dodgeball Archery</p>	<p>External coaches have been used to contribute to our provision of a broad range of activities both within the curriculum and at clubs</p> <p>Increase in numbers of children participating in after school clubs.</p>	<p>To continue to offer a wide range of sports & extra-curricular activities accessing external coaches/instructors where required</p> <p>Survey children and parents regarding range of clubs.</p>

Key indicator 5: Increased participation in competitive sport				
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:
<p>To encourage and enable more children across the school to participate in competitive sport</p> <p>Build children's self esteem and enjoyment in sport via non competitive events.</p>	<p>Attendance at a wide range of competitions. Netball Athletics Cross country Football – all of these competitions the children went on to represent at county level</p> <p>Inter house events run throughout the year with the support of Sports Leaders. Cross country event between the dragon houses</p>	<p>£ 6112</p> <p>Sports partnership payments</p> <p>Transport costings</p> <p>Staff to cover</p>	<p>Less events than last year have been attended due to Corona Virus and appalling weather in the autumn term, however we have celebrated those we did get to in school and through social media. Children are eager to attend.</p> <p>Teams have gone through to East Devon and Devon finals to experience a high level of competitiveness.</p> <p>Children have worked with young leaders from ECC to promote competitive sport and have encouraged children to continue their participation in sport as they become older.</p>	<p>Implement Inter house competition and a calendar of events throughout the year- cross country/ sports day etc</p> <p>Track numbers of children participating in competitive sport and increase this number through implementing more interhouse competitions.</p> <p>Encourage more girls particularly in Upper KS2 to participate in competitive sport.</p>

Carried over amount £2598.00

Signed off by:	
Head Teacher:	Emma Jones
Date:	July 2020

Subject Leader:	Francesca Ryan
Date:	July 2020
Governor:	Alison Cooper
Date:	July 2020