

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>Successful extracurricular have been breakfast running club with more than 25 every day from all key stages. Another positive would be the female participation in events this year, their enthusiasm to participate has grown this year and hopefully will continue into next year.</p> <p>Success in specific events:</p> <ul style="list-style-type: none"> - Cross Country; Six children participated in the South Bristol qualifiers and five made it through to the Bristol wide finals - Tag Rugby; Successfully winning the developing league - Basketball Year 5/6; Came 3rd out of 12 teams with a mix team of boys and girls - Dodgeball Year 5/6; Children who haven't previously participated in events took part and really enjoyed it - Hosting; A huge success was hosting events such as the 5/6 football match against Greenfield E-ACT Academy which gave opportunities for more children to play and also support our parental engagement - Football Year 5/6; 3 weeks of competing, playing 12 games never losing a match making it through to the finals week - Football Year 3/4; 3 weeks playing never losing a league match, only losing friendlies and also making it through to qualifiers. - Girls Football; Only 1 week played due to the pandemic but played 4 games won 2 and drew 2 - Dodgeball 3/4; First time playing and the won the whole event beating 8 other teams <p>A huge highlight was taking a select few children to watch Bristol city; The children experienced a full match day, this is something they may not get the chance to do again. The children came away from the event with a</p>	<ul style="list-style-type: none"> - A priority for next year would be participation in events, although the participation figures are good, improving them across the whole school is an aim - Integrating more extra-curricular clubs is another target, also extending the length of the club. This to further support the children and their skill development when participating in competitions - A KS1 multi sports club is also an aim. This to help them learn and improve fundamental skills. In the long term they will be better athletes and support the development of school sport as they progress through the school

<p>renewed and new found passion for football and competitive sport, we then hope they continue with this in their own time.</p>	
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<p>Meeting national curriculum requirements for swimming and water safety.</p>	<p>No swimming date to report due to covid</p>
<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>	<p>%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p>
<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>	<p>Yes/No</p>

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.

Iminster E-ACT Academy Academic Year: 2020 / 2021		Total fund allocated: £18,700.00		Date Updated: September 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: 27%
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:
Robins Foundation to deliver PE CPD and offer classroom support from September to July	Children to receive extra support in the classroom whether it's one to one reading or adult assistance in the classroom, staff also get access to PE CPD sessions to upskill their PE delivery	£5,000.00	Robins have supported the academy all year round other than the lockdown from January – March. They have worked alongside classroom teachers to support their development in teaching PE. They also contributed in supporting classroom teaching with selected reading groups and interventions.	The impact of Robins foundations is undeniable and great for the teachers to get one to one PE support. Cost in the main area for concern as the overall cost was higher than initially allocated.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 12%
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:
Organise and run whole school events throughout the academic year: Comic relief, Race for Life, School sports week and KS1/KS2 Sports Days	Planning and purchase any additional resources for the events. All events focused around raising the profile of physical activity in the school and increasing the enthusiasm for all children.	£2,331.00	Whole school events were limited this academic year due to covid. Plans for a year 6 only sports event in July 2021 are in place.	Money will again be put aside for this facility. The plan will be to run sports days for KS1 and KS2 in September and July to make up for missing them previously. Equipment will be needed for the events to be smoothly. Children participating competitively is great for their continued participation in sport beyond primary.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Salary of Regional PE Coordinator: <ul style="list-style-type: none"> - Staff CPD - Staff meetings - PE Curriculum 	All non-PE and current PE staff to be upskilled with CPD sessions through staff meetings and one to one support, development of the current PE curriculum will also continue through the year	£7,419.00	Upskilling and continued training of PE staff throughout the academic year. Team teaching and observation sessions facilitated the development of the PE staff and their ability to deliver sessions. The PE curriculum was also developed through the year with new schemes of work for all key stages to improve sessions and make even more accessible for all children.	Continued staff CPD, PE curriculum overhaul to take place with greater emphasis on a varied curriculum with even greater evidence of skill development from EYFS all the way through to year 6.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>Introducing specific sports clubs for less active children: SEND and PP – purchasing specific equipment</p>	<p>Working alongside school SENCO, target less active children and introduce new clubs accordingly</p> <p>Continuation with sports intervention clubs</p>	<p>£2,000.00</p>	<p>Funding was directed to alternative areas due the club restrictions in place with covid.</p>	<p>Plans for September 2021 are in place to offer as greater range of clubs for SEND and PP children.</p> <p>Having as many children as possible accessing physical activity clubs of some kind has huge impact in building children’s confidence and enthusiasm for sport.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
Ashton Park School Sports Partnership	Fixtures, tournaments throughout the academic year, giving as many children as possible across KS1 and KS2 a chance to participate in school sport in many different formats	£1950.00	Covid has heavily effected extra-curricular participation this academic year. The subscription was still being paid to support the provider and their existence moving forward. Online resources and competitions were provided which supported the academy during lockdowns with children at home.	Money directed in the same way next year in the hope of fixtures and extra-curricular activity restarting. Children having access to these events has huge impact on their enthusiasm for sport and continuing with sport post primary.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	