

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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](#).

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. Not all activities and objectives achieved due to COVID

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Beginning to increase all staff's knowledge, confidence and skills in delivering PE Raising the profile of PE through events such as Sports Relief, PSHE lessons linked to mental and physical wellbeing and Science lessons linked to healthy eating and obesity Raising children's confidence and self-esteem through forest school sessions Increased participation in PE sessions, with children attending school in their PE kit. Children across all age ranges, becoming more enthused about PE, developing their knowledge, understanding and use of technical vocabulary. Daily sporting activities taking place at lunchtime. 	<ul style="list-style-type: none"> Further support staff's knowledge, confidence and skills through CPD support. A greater number of after school clubs, lunchtime clubs and a focus on healthy eating. Greater involvement of play leaders, with older children supporting younger children in taking part in different sports and games. Getting families involved in physical activities and family learning events to promote healthy lifestyles. Introduction of a daily mile (or equivalent) to further promote the importance of exercise on your physical and mental wellbeing. Development of a sport's council, who can represent the school in our goal to get everyone active.

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>	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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/ 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: 2019/20		Total fund allocated: £	Date Updated:	
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:
				%
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:
To enable targeted children Forest school sessions which will build children's self-esteem, confidence, independence and well-being through the exploration of, and experiences in the natural world.	Class teachers to identify children who may be low in confidence, self-esteem and independence and could benefit from forest school sessions.	£	Pupils active in outdoors beyond 2 hours P.E time. Increased engagement and enthusiasm for learning (shown in pupil voice and conversations with staff). Children's confidence and self-esteem increasing, observed in PE and other curriculum lessons.	Continuing Forest school sessions for targeted children, with consultation with the teacher. Looking into training other staff to work in Forest school.
To provide additional outdoor equipment so all children have access to different sports and games at break and lunch times and in PE sessions.	Consult with teachers and lunchtime supervisors about equipment that is needed at break and lunch times as well as in lessons.	£500 to purchase equipment	Pupil Voice Observing break times, in which children are active and participating in games and sports. More equipment being used each day with children becoming more confident in using it, e.g. basketballs.	Consultation with all staff on how to continue, children being active throughout break and lunchtimes – evaluating what is working well and what could improve. Introduction of play leaders at lunchtimes to support children in playing different sports and games.

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	
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 enable children to improve their understanding of healthy lifestyle, demonstrating attributes such as enthusiasm, confidence, persistence and hard work</p> <p>To support children in understanding how they can set and reach their goals.</p>	<p>Jazz Crawford (GB athlete) to deliver 4 PE lessons (another 4 were cancelled) over the course of the academic year with the aim of:</p> <ul style="list-style-type: none"> • Teachers watching high quality PE sessions being taught. • To build up children's confidence and enthusiasm for sport. • Aspiring children to achieve. • Educating children on the possibilities for them within sport as well as other careers in the future. • What children must do to be a role model in sport <p>Jazz Crawford (GB athlete) to work with a group of 6 children from each year group after each session for 1 hour These will focus:</p> <ul style="list-style-type: none"> • Raising children's career aspirations. • Understanding the consequences of our actions on others, whether this is positive or negative. • Knowing the attributes needed to succeed in sport and other careers. • Increasing levels of self-esteem and confidence. 	<p>4 x £200 + £40 costs</p>	<p>Jazz came in and taught 1 hour sessions for years 1, 3, 4 and 5. Children's subject knowledge and understanding of fitness, physical and mental wellbeing as well as their lifestyles were areas Jazz targeted. Staff and children feedback was extremely positive with children enjoying learning from a high-level British athlete. Children could also explain the importance of being a good role model and how this is attained and maintained.</p> <p>Jazz then worked with smaller groups of 6 children across all year 6 groups. Different groups were identified by teachers, whether this be related to confidence, self-esteem or lack of aspirations. She spent time talking to them about their targets now and in the future and how they may achieve them; she set them tasks to do for her next visit. The children felt confident to talk to Jazz about these issues, with teachers commenting that the areas targeted did improve. 100% of children completed the tasks that she set, with children keen to improve their own abilities with Jazz's support.</p>	<p>To continue to work with Jazz Crawford or another Olympic athlete over the course of 2020-2021.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Increase high quality PE teaching and learning throughout the whole school through team teaching and coaching. Pupils to have use of external specialist sports coaching, but the onus to be on internal provision and teaching.	Sports coaches from Aston Villa provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sports.		<p>Staff are becoming more confident in terms of their knowledge and understanding of the PE curriculum.</p> <p>Enhanced quality of teaching, learning, delivery and vocabulary of PE leading to improved standards with greater and more rapid progress.</p> <p>Pupils demonstrate positive attitudes to health and wellbeing – both inside and outside of PE lessons. They make informed choices about healthy eating, fitness and their emotional well-being</p> <p>Pupils knowledge and vocabulary has increased with children explaining some of this language in pupil voices' across different year groups.</p>	<p>Continue to work with Aston Villa, supporting staff through CPD.</p> <p>Developing an effective assessment tool that can monitor the progress of children across the year and through their journey throughout their time at Heathlands.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
Increase pupils' experiences of a range of sports.	<p>Arranging a conversation with a representative from the central sports partnership.</p> <p>Booking children, through the central sports partnership website, across all year groups to attend different sports activities including sports such as cricket, netball and handball.</p>	<p>Cost of transport to and from the event</p> <p>N/A due to cancellation.</p>	<p>Now have access to many activity sessions that children can take part in throughout the year.</p> <p>Children from across different year groups were booked to go on different activity sessions. Unfortunately due to the pandemic these did not take place.</p>	<p>Without current restrictions in place, will look to activity sessions that can be delivered within school so children can become aware and more confident in different sports.</p> <p>Aston Villa to continue working with staff to provide children opportunities to participate in different sports.</p>
Children to become aware of different sports and learn how to play them.	Aston Villa coaches, co-ordinating with the teachers and PE Co-Ordinator to teach children different sports such as basketball and handball as well as athletic sports.		<p>Pupil voice – children are more aware of different sports and the rules of how to play them.</p> <p>Children have also developed their vocabulary related to each sport.</p>	<p>To re-establish yoga bugs (or an equivalent) at school so children can improve their flexibility, respiration, energy and vitality as well as using the techniques given across the curriculum.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Ensuring children have the opportunity to compete in sports against other schools.	<p>Registering to become a part of the ESPSFA football league so children can compete against other schools on a weekly basis.</p> <p>Attending a variety of sporting events to including: Aston Villa Academy tournaments, sports festivals, Mini Olympic events and school games competitions.</p>		<p>Register of children who take part in these events.</p> <p>Pupil voice commented that these events were very enjoyable. They explained that they wanted to get better so they could win. Speaking to pupils they have become more enthusiastic about competing against other schools.</p> <p>By having these opportunities children have more understanding of what they need to do to succeed in their sport.</p>	<p>Continue to attend different sporting events with a focus on giving every child in KS1 and KS2 the opportunity to take part.</p> <p>Re-register with the ESPSFA league, looking into whether a girl football team would be viable.</p>

Signed off by	
Head Teacher:	P Higgins
Date:	20/07/20
Subject Leader:	
Date:	
Governor:	
Date:	