

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

* Develop or add to the PESPA 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](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools) 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. Under the [Ofsted Schools Inspection Framework](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](https://www.gov.uk/government/publications/governance-handbook) hold them to account for this.

Schools are required to [publish details](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) 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 **31 July 2019** at the   
latest.   
  
We recommend regularly updating the table and publishing it  
on your website throughout the year, as evidence of your   
ongoing review into how you are using the money to   
secure maximum, sustainable impact. To see an   
example of how to complete the table please   
click [HERE](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| * We provide after school clubs, free of charge to pupils. * Sports coaches work with our pupils over the lunchtime period. This has led to increased participation in physical activity in particular of girls. * We installed 6 exercise machines into the playground to be used both in curriculum time and over the lunchtime period. * We installed 2 table tennis tables for the children to use over lunchtime and within curriculum time | Staff training to encourage use of fitness and gymnastics equipment. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| 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 children may swim in another year please report on their attainment on leaving  primary school. | 75% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 64% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 64% |
| 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 students today and for the future.

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| **Academic Year:** 2019/20 | **Total fund allocated:** £17,660 | **Date Updated: September 2019** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| 77% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| * To ensure that pupils have opportunities to be actively engaged in a range of fitness and sporting activities on a daily basis over the lunchtime period. | * Employment of lunchtime sports coaches. Activities timetabled to provide a range of activities that may appeal to different groups of pupils over the course of the week. | £13, 660 |  | * Continue to use sports funding to provide sports coaches. * Use coaches to develop skills using the exercise equipment to devise personal best challenges. In order to motivate and engage pupils. * Use coaches to develop use of the ping pong tables for in house tournaments. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 77%% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Sports coaches to provide training to pupils in leading games in order to increase the range of activities on offer and to raise the profile of sports through creating the role of sports leader. | Sports coaches to provide training to pupils in leading games | See above |  |  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 23%% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * Teachers use the school’s equipment confidently to allow pupils to access a range of sporting activities during lessons. | * Secure professional training services to ensure that staff are confident in using available equipment effectively | £4000 |  |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 77% |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * Sports coaches provide a range of sporting activities at lunch time on a rota basis and the majority of pupils access these at some point. | * Monitor to ensure that a range of activities are on offer each week | (included in cost of sports coaching) |  |  |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 77% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Investigate opportunities in the local area to engage in competitive sports with organisations beyond school.  Sports coaches to set up in school teams and competitions | Sports coaches to run in-school competitions.  PE leader to investigate opportunities for external competition. | (included in cost of sports coaching) |  |  |