# E:\Users\simon.roche\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Evidencing the Impact of the Primary PE and Sport Premium Template 2019 7.3 Images_Page_1.jpg



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (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](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.

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 **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](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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

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| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
| * We have provided after school clubs, free of charge to pupils. * Sports coaches have worked 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. | This data is not available due to lock down and the Covid 19 pandemic interruption of planned provision |
| 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. |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? |
| 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? | 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.

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| **Academic Year:** 2020/21 | **Total fund allocated: exact figures have not been announced at time of writing. Based on previous academic year** £17830 | **Date Updated: September 2020** | |  |
| **Key indicator 1:** The engagement of all 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: |
| Children are actively engaged in physical activity during break and lunchtimes. | Directly employ a sports and health mentor on a 1-year temporary contract in the first instance as this will be directly funded by sports premium  The Sports and Health mentor will work with each class on a rota basis to introduce games and encourage participation of all pupils in a range of physical activities both team sports and individual fitness work. | Approximately £15 000 depending on experience and skills |  | Investigate possibility of this becoming a permanent role within school if impact analysis suggests there has been positive impact |
| **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: |
| Ensure that pupils value physical activity and see it as an important part of their school day. | Directly employ a sports and health mentor on a 1-year temporary contract in the first instance as this will be directly funded by sports premium  Sports and Health mentor to work with pupils within the curriculum, at lunch times and after school to ensure that there is an understanding of the importance of physical health and it’s benefits in terms of emotional and mental health. | See key indicator 1 |  |  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact (to be reviewed termly)** | Sustainability and next steps |
| 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: |
| Train a member of staff to be able to lead whole staff CPD in order to increase teacher knowledge, confidence and skills. | Invest in level 5 Certificate in Primary School Physical Education Specialism for Sports and Health Mentor.  Sports and Health mentor to provide CPD each half term in an area of the PE curriculum and to work along side class teachers to improve their confidence and skil level in | Approximately £ 900 - £1300 depending on provider |  |  |
| **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: |
| Ensure that pupils take part in a range of activities across the PE curriculum, break and lunchtimes and in after school activities. | Sports and health mentor to ensure that a range of activities is offered. Audit equipment and purchase equipment needed to maintain a strong offer. | See key indicator 1  £1830 for sporting equipment |  |  |

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| **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: |
| Take part in local inter school sporting activities. | Sports and Health mentor to organise competitive games with other local schools and access existing inter school sporting activities. To be part of their regular working hours. | See Key indicator 1 |  |  |

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| Signed off by | |
| Head Teacher: | P.Foster |
| Date: | 12.10.20 |
| Subject Leader: |  |
| Date: |  |
| Governor: |  |
| Date: |  |