

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by

Department for Education

Created by

association for Physical Education

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 nowwill 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.

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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:
• Improved participation levels in out of school sporting events by pupils who enjoy sport but who do not necessarily enjoy competitive sport • Wider range of sports experienced by pupils • A greater number of competitive events held within school • Silver School Games Mark Award August 2019	• Increased level of participation in PESSPA by some less active pupils • Focus on 30 minute activity a day in school • Raised profile of PE and sport across the school and wider community • Aim for Gold School Games Mark • Increase participation in Mid Sussex Active festivals and competitions in KS2

Meeting national curriculum requirements for swimming and water safety.	
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.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84%
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.

Academic Year: 2019/20	**Total fund allocated:** £17,100		**Date Updated: 8th July 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: 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:
• Pupils to be given as many opportunities as possible to engage in at least 30 minutes of physical activity a day in school. • Activity can promote learning. • Focus on becoming more active leading to being healthier and happier.	• Introduction of 'Keep Moving' programme across the school, very much based on the Active Mile initiative. • Resources for playground bought to provide opportunities for increased activity. • Sussex Virtual School Games challenges promoted within school and home learning to encourage engagement with physical activity. Resources bought for Covid-1 bubbles to participate. • Activities sent home every week for each class during lockdown. • Active Maths programme invested in to improve active	£2000 Money mainly on resources. Some PE co-ordinator time. £700 not spent on resources for field and summer due to Covid-19	• Resources bought have increased activity during playtime. • Individual boxes bought for Covid-19 have worked well, sense of ownership. Keen to use and look after equipment. Further increase in activity during playtimes. • Keep moving programme was improving fitness and resilience within classes. • Daily sports challenges during Covid-19 popular and provided opportunity to improve time for physical activity. Individual challenges provided good	• Continue with class resources or smaller group resources for playtime in next academic year if possible. • Provide challenges for classes for upcoming term to build on current engagement with challenges. • Pushing Active Maths use in following academic year so it becomes used regularly in school. • Try to embed active learning within daily school life.

	minutes during core subject teaching. • Resources for active play in 'wildlife' area and field during summer months.		opportunities for improving resilience, commitment and feelings of self-belief and confidence. • Active Maths only introduced during Covid-19. Bubbles that have used the resources are reporting enjoyment in active learning but full use not happening yet so impact difficult to fully judge.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 8%
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:
• Pupils to be clear about the importance of PE, sport and physical activity to improved well-being both physically and emotionally. • PESSPA seen as a wider tool for whole school improvement.	• Sports co-ordinator to spend time increasing the profile of PESSPA across the school and wider community celebrating the positives that can be gained. This includes: Certificates in assembly Sports newsletters New sport twitter account Posts on school home learning Facebook page Increasing links with local	£1450 Money spent on PE co-ordinator time and portion of real PE membership	• Pupils want to participate in PESSPA. Time away from school in smaller groups allows for reflection of benefits from participating in activities. • Celebrating participation as well as success. For some pupils attending off site activities is daunting but important for gaining	• Continued use of Mid Sussex Active programme. • Focus on the key elements of real PE which is to promote positive relationships with physical activity for life. Whole school training at end of summer term should help this happen in the

	sports clubs Promotion of PESSPA throughout Covid-19 lockdown • Use of real PE for KS1 in home learning. This led to commitment to real PE for following academic year. Payment and initial training in Summer Term. Full use from September across the school with focus on positive relationship with physical activity for life, and life skills that PESSPA can allow you to experience. • Virtual Sussex School Games challenges taken on board during Covi-19. • Virtual Sports Day promoted by all staff.		emotional resilience. PESSPA is therefore being seen as benefit to a wide range of pupils. • Awarded Virtual School Games award for delivery of PESSPA during the summer term. • Evidence of pupils resilience and determination being pushed whilst participating in Virtual Sussex School Games. • Use of real PE impact cannot be fully judged as not used in across school yet. Small number of pupils who have used some home learning activities have shown increased commitment and desire to improve as well as working with others to help development of skills. Evaluation will be required going forward into next academic year.	next academic year. • Focus on health and happiness link to PESSPA.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 22%
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:
• Staff to be confident in teaching a range of PE and sport. • Progression of skills clearly seen across the school.	• Range of curriculum resources bought to provide activities that fit the classes. With mixed year groups it is important to have a range of resources to avoid repetition of activities, especially for children staying in a class for two years. • Whole school training for use of real PE. • Attendance at CPD courses run by Mid Sussex Active which provide teaching resources as well as opportunities to meet and discuss all things PE with other schools. Training in OAA, Physical Literacy in KS1, Gymnastics undertaken. • Continued specialist coaching observation for different staff.	£3750 Money to be split between new resources to help teachers, CPD training, supply cover to allow for improvements to happen, training costs for real PE.	• Pupils have clearly delivered lessons that build on their skills. These skills may be physical or emotional. • Skills relating to physical literacy are delivered in EYFS and KS1 to ensure that pupils are ready to engage in more sports related activities further up the school. Only when this achieved will more traditional sports be introduced to classes. • Teachers deliver proven activities that they see work in festivals and coach led sessions. • CPD keeps curriculum flexible and engages more pupils. • Whole school real PE training ensures all staff aware of importance of PE and pupils' enjoyment.	• Continued monitoring of curriculum, especially with introduction of real PE to ensure all staff confident and enjoying teaching PE. • Continued use of CPD opportunities with Mid Sussex Active and beyond. • Flexible PE curriculum to be developed in light of Covid-19. • Longer term development of curriculum as impact of key focus on physical literacy.

	• More staff taking pupils to festivals to see activities run by coaches. • Use of webinars run by FA and Association for PE during Covid-19 to improve knowledge.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 32%
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:
• Focus is to find activities and sports which children will enjoy. By expanding the range on offer we maximise the opportunity of pupils to find an activity that they truly engage with. Once this has occurred, we aim to encourage a continued positive attitude towards activity for life.	• Festivals attended include handball, basketball, hockey, girls' football, football, netball, New Age Kurling, boccia and Get Active sessions. • New clubs researched and introduced – girls football, gymnastics and rhythm masters. • Build on some interest in a few girls only sports, especially cricket and football. • Curriculum reviewed to ensure that not too much repetition of sports across the years. Skills and activities focussed on to try	£5500 Money to be spent on supply cover for events, PE co-ordinator time, coaching and resources. £750 not spent yet due to Covi-19 – supply cover for festivals not attended and resources for new sports in school. These resources will be purchased in the	• 94% of children in KS2 have participated in offsite activities provided by Mid Sussex Active. Always positive feedback from the children – enjoyment and improvement in skill and interest. • KS1 participation in activities out of school curtailed by Covid-19 as many in Summer Term. • 91% of KS2 children attending an out of school activity-based club compared to 80% in previous year. This was helped by a wider range of activities being offered this	• Continued use of Mid Sussex Active and active monitoring of pupils to ensure engagement with a range of sports. • Variety of clubs continued to be monitored. Focus on what children would enjoy as a club opportunity. • New resources for the activities pupils have particularly enjoyed out of school eg NAK, boccia. As well as new sports eg tchoukball and volleyball

	to engage all pupils.	new academic year.	year. • The girls football club engaged some pupils that might not have attended a mixed session as allowed them to develop at their own pace. Unfortunately, Covid-19 put pay to girls' cricket.	researched. • New resources to widen experience of some other activities eg OAA

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 26%
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:
• Pupils with appropriate skills to test themselves against other schools increasing teamwork and resilience. • Pupils able to support each other within a competitive environment. • Pupils able to reflect and learn from their experiences.	• Participation in a number of competitive inter school competitions. These include: cross country, football, basketball, netball, gymnastics and indoor cricket. Covid-19 curtailed Spring and all of Summer term activities. • Specifically run football club for Y5 and 6 to prepare for competition. Focus on teamwork, routine and supporting each other. • Similar style clubs run for other sports and upcoming competitions but for a wider age range. • Annual KS2 fitness challenge with focus on main winner showing determination and resilience. • Intra school competitions run across the classes.	£4400 Money spent on portion of MSA membership, supply cover to attend inter schools activities, training and equipment. £200 not spent on cover due to Covid-19, this will be used in upcoming term.	• 84% of Y6 involved in inter school competitions, the biggest challenge for them to encounter, an improvement on 78% last year • Of the 93% of KS2 children that took part in out of school activities many will have had a more 'friendly' competitive part to the session eg gaining points for each activity within the session, which then compared to other schools. • During and after festivals and competitions we make time to discuss what working well and what needs improving. Watching other teams to see what they are doing well. Pupils are improving at assessing their own and others' performance. • Continued focus on	• Mid Sussex Active membership renewed as key to inter school competition involvement. • Building on focussed clubs to support teamwork and resilience before competitions. • Continue to work on improving intra-school competitions which might be extremely important in current Covid-19 climate.

	• Purchase of resources as required eg new netball posts to allow for practise before competition.		teamwork- supporting and guiding each other to do as well as we can. • Clubs that run prior to competitions are smaller than classes and allow for more in depth coaching and assessment of performance.	

£1855 unspent. This money would have been used to staff off site activities, buy equipment for new summer sports that we did not have in school. It will be ringfenced for use in the next academic term.

Signed off by	
Head Teacher:	
Date:	17/7/2020
Subject Leader:	L. E. Dunby
Date:	16/7/2020
Governor:	
Date:	16/07/2020.