

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 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 2021** 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 2021. To see an example of how to complete the table please click HERE.

Created by: association for Physical Education, YOUTH SPORT TRUST

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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 2020:	Areas for further improvement and baseline evidence of need:
• Embedding of 'Real PE' scheme giving clear progression of skills across the school • Increase in teacher skills through new scheme and CPD including coaching from PE advisor • Key members of staff having performance management objectives relating to raised levels of activity • Start to improving outdoor space to provide opportunities for more active learning • Involvement of pupil voice in decisions around active lifestyles • High quality resources for teaching of PE	Competitive sport – Continue to increase level of competitive sport by competing in a greater number of inter school and LA competitions. There is still limited opportunity for pupils to participate in competitive sport in the curriculum Active learning- Continue to increase activity during lessons so children are less sedentary. Improve facilities at break times and lunchtimes for developing gross motor skills. Embed daily mile across the school.

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.	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%

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 Extra term of swimming in Key Stage One (not completed because of COVID)

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: March 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: %
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:
➢ Embed the daily mile to get all pupils to undertake at least 15 minutes of additional activity per day.	➢ Individual staff ensure daily mile is included into the school day. ➢ PE Lead to support implementation after trailing in previous year	➢ Release for lead to support staff £220	➢ All pupils will be involved in 15 minutes of additional activity every day.	Daily mile embedded in school curriculum
➢ Replenishment of active play and PE lesson equipment. Continuing engagement of the pupils in daily physical activity within and out of the curriculum hours. ➢ Ensure school PE benches are replaced to support safe teaching of gymnastics	➢ Up to date stock take of broken or lost equipment. Re-order and replace equipment.	➢ £300 ➢ £2000	➢ Participation of pupils at lunch times and break times, providing pupils with the chance to participate in 5 hours of physical activity. ➢ Pupils are participating in a range of sports and activities.	Suitable and safe equipment is available to support the teaching of PE and other physical activity across the school day
➢ Continue ½ termly programme of aerobics for all pupils yr 1-6 to increase activity levels and understanding of fitness	➢ TA to lead on developing suitable aerobics lessons and cross fit session for pupils	£1600	➢ Increased fitness and increased activity during the week for pupils	Maintaining appropriate level of fitness for all pupils
➢ An extra term of swimming in year 2 to ensure pupils are well prepared	➢ Organise appropriate swimming instruction for year 2 in Spring term	£1433	➢ Higher numbers of pupils reaching EOKS2 expectations in swimming	All pupils to have an extra term of swimming in year 2

and working towards key stage 2 expectations				
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:
➢ Raising the profile of PE as a subject by buying PE uniforms for all sports teams. ➢ Continue to involve pupil voice in the allocation of the sports premium to raise profile of PE across the school	Research quotes from manufacturers for PE uniforms. School council to be allocated proportion of sports premium to spend against criteria	£800 £365	Raised profile of the importance of PE Raised profile of PE and allow greater ownership by pupils leading to increased participation	Positive attitudes to sport and representing the school in sporting activities. Pupils take some responsibility for their own health, fitness and PE development

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:
➢ Continued professional development of the PE specialist teacher and up-skilling of classroom teachers to develop the teaching and learning in PE contributing to the progress and achievement of the pupils. (particularly Gymnastics) ➢ Modelling of PE lessons from the specialist PE teacher for classroom teachers ➢ Model dance sessions by dance instructor to increase teacher's skills.	RJ to audit staff confidence in all areas of teaching PE. Arrange support through Solihull enhanced programme for staff CPD (particularly Gymnastics) PE lead and other staff to provide model lessons and team teaching opportunities to increase staff knowledge and skills External training opportunities Team teaching of dance with instructor for ½ term yr1 6	£1562 for enhanced package £880 for release time/cover £3000	➢ CPD for classroom teachers enabled staff to gain an understanding of teaching ideas, the structure of a PE lesson and gain confidence when teaching PE.	Clear progression of skills and knowledge across the PE curriculum. All pupils to have good quality dance teaching with clear progression of skills and knowledge across the year.

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:

Provide a wide variety of after school clubs to inspire our children to undertake after school sport.	• Evaluate uptake of clubs (groups: gender, SEND, PP, LAC) • Plan for wider range of lunchtime and after school sports club opportunities	£250	➢ More pupils will take up sports clubs outside of the school day.	Mill Lodge will have a wider range of sports/ active clubs available to pupils
Develop outdoor spaces are to enable them to be suitable for active and outdoor learning.	• New adventure playground with specific focus on developing gross motor skills and keeping children more active • Continue to develop conservation area as outdoor learning space. • Staff CPD by lead teachers in the use of this space for active learning	£11,000 £500	Areas around school will be more suitable and accessible for outdoor and active learning opportunities – increased active learning	School site will be appropriate in proving a range of physical and active learning opportunities for pupils.

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:
➢ Providing transport to and from fixtures and tournaments. Providing pupils with opportunity to compete in competitive sport against other schools. ➢ Payment for the borough School Games competitions. Providing pupils with opportunities of broadening their experiences in competitive sporting situations. ➢ Release time for lead to source, plan and arrange more opportunities for competitive sport.	➢ Booking of minibuses to and from fixtures and tournaments. ➢ source, plan and arrange more opportunities for competitive sport. ➢	£500 £110	➢ Pupils are participating in competitive sport, increasing the amount of pupils that are physically active. ➢ Attendance to the tournaments. ➢ Advertisement with the local community including parents in the school's newsletter Facebook. ➢ Opportunities for more and most able challenge through competing against other children within the borough.	Increased participation in competitive games for all pupils

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