

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by




Department
for Education

Created by



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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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Active Learning training undertaken and strategies shared with teachers</p> <p>Upgraded play time and lesson equipment for high quality learning and play</p> <p>Creation of an OAA orienteering course on the school grounds</p> <p>Deputy Head taken on cluster role within local area</p> <p>Investment in staff training, particularly swimming teaching</p> <p>WOW days and events to build resilience and confidence in PE and wider curriculum</p> <p>Success in Local Competitions in a wide range of sports and activities</p> <p>Increased repertoire of subject matter</p>	<p>Use of technology within the PE curriculum – creating learning journals that reflect upon the pupils learning</p> <p>Development of wider skills linked to PE lessons – resilience, team work, leadership</p> <p>Sustainable solutions for outdoor, active play during pupils’ playtime</p>

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>	90%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%
<p>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?</p>	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: 2018/19		Total fund allocated: £18550		Date Updated: November 2019	
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:
					84 %
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:
Develop active playtimes through the use of new equipment	Purchase of outdoor gym equipment with new safety flooring Develop outdoor circuit of activities for pupils to challenge themselves inclusive of gym an yoga		£15,000	Pupils make use of the new play equipment – quotes received were in excess of £15000. Carry forward of monies for three payments will support this purchase. Different options explored with range of staff.	25 year guarantee on equipment Training pupils to lead active playtimes as play leaders
Opportunities for extra swimming sessions for older pupils	Children unable to swim 25 metres identified and provided with 'Top Up' sessions		£800	Pupils use of the outdoor circuit Number of pupils confident to swim 25 metres increases 93% of pupils who attended the Top Up course were able to swim 25 metres upon completion of the course.	Pupils each year identified and look for opportunities to provide top up sessions.

Key indicator 2: The profile of PESSPA (Physical education, school sport and physical activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5 %
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 introduce key learning skills (resilience, team work, leadership)	Development of new skills based progression across PE	£600 teacher release	New progression of skills document produced Progressions developed into individual lesson plans – worked alongside sports coach	Use of planning documents over time. Reflection and continuous improvement of planning after evaluation.
To continue to develop active learning across the curriculum	Create links between the progression of skills and other curriculum areas. Discussions in staff meetings to raise profile of active learning.	£200 teacher release	Teachers are using the considerable outdoor and indoor space within school more effectively. Curriculum lessons encourage physical activity. – planned training opportunities were not continued.	Ongoing training and discussion with new members of staff team
Deputy Head Teacher assigned cluster lead role in local area	Deputy head teacher promotes school and sport in local area through YST	£200 membership	Tylers Green Middle recognised as leader in school sport across local area – PE lead and T&L governor part of the cluster direction group to work alongside SGO school to improve school sport across the local area.	Shared information with PE teachers in school

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25 %
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:
Make use of training through YST	Staff members sent on training provided by YST <i>Need further training list from YST – booked onto 1 course available so far.</i>	£1000	Training log Feedback in staff meetings to other staff members <i>Reduced opportunities due to school closures, planned courses were limited and those running beyond March 2020 cancelled.</i>	All information from courses disseminated back to all staff
Team Teaching with external provider	Working alongside Fit 4 fun, teaching groups broken down to ensure high quality PE for pupils and teachers learn from professional sports coaches	£7200	Pupil lessons, children working in small groups during swimming rotation - <i>The change in emphasis on schools being closed meant that we were able to reallocate planning tasks via sports coaches to improve the quality of provision across the whole school.</i>	Teachers use tips and advice from coaches long term

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6 %
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:
Additional achievements:				
Introduce pupils to benefits of Yoga in lessons	Yoga teacher employed for one term to provide yoga classes for pupils	£1200	Pupils participate in yoga lessons – lessons were carried out by external provider. Positive outcomes have encouraged the school to make Yoga a permanent area of focus in the newly developed curriculum.	Staff who have been involved in team teaching to allow pupils time to reflect on lessons. Build yoga into curriculum long term
Create links with external clubs and activity providers to increase sports accessible to pupils	Link with tennis club and external providers to create extracurricular clubs	£0	Extra-curricular club offer – the club offer is more varied than ever this year. Tennis focus hasn't been successful due to school closure in the summer (tennis being a summer sport)	Pupils know about local clubs and increase participation outside of school
	Link to local Football Club – Hazlemere Youth			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6 %
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:
Create better partnerships with SGO	<p>Meet with SGO</p> <p>School involved with SGO as steering group to ensure competitions are available</p> <p>Sign up for competitions made available through SGO and other channels</p> <p>Make use of Fit 4 fun to support the organisation and training for events held.</p>	<p>£0</p> <p>£200 teacher supply</p> <p>£0</p> <p>£1000</p>	<p>Meetings held.</p> <p>Minutes from steering group meeting –new calendar of events developed</p> <p>Sign up for external events</p> <p>Signed up for:</p> <ul style="list-style-type: none"> • Yr3/4 Basketball • Yr5/6 Basketball • Year 5/6 Tag Rugby (won) • Yr5/6 Netball • Wye Valley athletics Yr3-6 • Yr5/6 Girls' football • Yr5 Football Cup • Yr6 football league and cup <p>Lunchtime club developed to train teams for competitions</p> <p>Pupils attend competitions outside of school –funding for this was well utilised with the school demonstrating successes in local area competitions.</p>	<p>Steering group to continue working with SGO to ensure there are a range of competitions to enter each year</p> <p>Pupils from multiple year groups attend team training</p>

Signed off by	
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Date:	7/10/20
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Date:	13/10/20