



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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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 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:
<ul style="list-style-type: none"> • Year 6 pupil Sport's Ambassador training with Burgate and also the New Forest • NFSSP membership- provided feedback on having competitions closer to school so we can attend more. • Burgate school membership. • Spring and Summer term- Dance routines at break times led by sports ambassadors. • Use of Anton Junior and a Chance to Shine planning- quality PE delivered with clear progression • PE Lead has British Gymnastics certificate. • Gold Kitemark achieved for KS2 • Netball coaching from Burgate. • PE LEAD Badminton training 21.11.18 (got internet resources from Racket Pack). • PE LEAD British Gymnastics Teacher's Award • Walk All Over Cancer- March 2020 • PE LEAD- CPD- Creating a Legacy in PE- Testwood school 3.5.19 	<ul style="list-style-type: none"> • A need for swimming across the school to be monitored and taught in accordance to government expectations. PE lead to be trained in primary school swimming and Lifesaving + one TA to take over the swimming across the school in year. This will allow for additional support to be given to those who need it in years 4,5 and 6. • Lack of general fitness across school (through PE lead monitoring)- a need for daily initiatives to keep up motivation across a range of activities. A need to promote Golden Mile or introduce new measures. • KS1 needs more access to sport/competitions. PE lead to arrange Year 2 training. • REAL PE is not being used steadily. Need to rethink on planning or train teachers up. • Health and safety of lessons and equipment needs to be reviewed. • After July 2019 government document that said children in the UK are not getting enough regular activity every day, ES did a parental questionnaire to assess this. Children should be getting 60 mins of movement a day at least. Data showed that the higher up the school, the less activity they were completing and overall the physical activity is less in then weekdays than on the weekends. This shows that we need to do something to provide opportunities in school to get their activity levels up. • ES- monitored levels of sustained movement in classes and at break times. Children not able to sustain for periods of longer than 3 mins in general. This needs to be worked on. • ES- monitored the critical thinking and team work side during break times.

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>	89%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	26%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100 %
<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: 2019/20		Total fund allocated: £		Date Updated:	
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: 17 %
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:
That children are ALL taking part in at least 30 mins of activity at school, through Body Coach Sessions and new activities during break and lunch times.	PE lead to monitor fitness levels. PE lead to trial with Year 3- doing brain breaks and to encourage sustained activity. PE Lead to send out questionnaires to parents. New equipment to access on playground.	Playground equipment/markings- £3000	-After a half term of using Body Coach Sessions children were able to sustain activity for a longer period of time. Playground markings encourage Golden Mile running, and give many more activities for children to take part in.	To continue to keep up the sustainability exercises. To encourage use of playground markings and reminders of how to use them to vary games and activities in the playground.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:
<p>For children and staff to all highlight the importance of PESSPA by further embedding a culture of participation in physical activity and school sport. Richer variety of extra-curricular sports provision offered to pupils.</p>	<p>Positive role models highlighted to children (external coaches, sports leaders, teachers) through assemblies (led by PE lead and ambassadors) PE workshops (Aaron Phipps).</p> <p>Body Coach sessions in lessons (5 minutes to increase sustained activity)</p> <p>External coaches from sports to which the children would otherwise have limited access brought in for taster days, leading to extra-curricular clubs.</p> <p>Walk All Over Cancer- to promote higher levels of activity everyday (10,000 steps a day). PE LEAD to take a class a day on a walk during break times.</p>	<p>Burgate SLA- £1000</p>	<p>As a school pupils value sport and activity (results of pupil feedback) as a way of promoting better physical and mental health. Mental health is noted as an important part of keeping 'fit' by pupils.</p> <p>Use of Body Coach videos has enabled pupils to sustained activity for longer periods of time.</p>	<p>Covid restrictions have made it hard to engage in extra-curricular activities.</p> <p>Focus on mental well-being in school.</p> <p>To continue to encourage a climate of participation in school.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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:
PE lead to be trained in primary school swimming and life guard training so she can take over all swimming teaching in school to allow consistency and help to achieve goals of curriculum.	<ul style="list-style-type: none"> • 4th October- Swimming CPD for ES and EW- teaching swimming at primary level • 12th November- Lifeguard training ES • 7th February- ES Netball Training 	Supply-£2000	<p>-Children taken to swimming galas.</p> <p>Due to lockdown we could not continue the swimming in the summer term- we will be looking into changing venues for next year.</p>	Due to lockdown and covid restrictions it has been difficult to implement the training we have had this year. It will be implemented when normality returns.
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:
<p>Children to all have access to Burgate and New Forest Partnership competitions.</p> <p>To bring in external coaches to show new sports to children and inspire them.</p> <p>To bring in inspirational sport's people to inspire pupils.</p>	<ul style="list-style-type: none"> • 18th September- Badminton Coach in for KS2 • Aaron Phipps in to talk to children • Walk all over Cancer- March 2020 	N/A	<p>Pupils were really engaged and inspired by listening to Aaron Phipps. Was a buzz in the school afterwards and it was clear that the children were inspired.</p> <p>Badminton Coach gave KS2 a chance to have a go at a new sport, learnt new skills and applied skills they already new in a</p>	To continue to invite coaches and inspirational sport's persons into school to inspire children. To look into how we can do this virtually during covid restrictions.

			<p>different way.</p> <p>Before lockdown, there was a surge in children being interested in participating.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				31%
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:
<p>All pupils to have access to the NFSSP and Burgate competitions and to sign up to more varied competitive sport (eg. Swimming)</p> <p>To focus on allowing KS1 pupils more access to competitions this year. New opportunities for pupils to take part in sporting activities and competitions.</p>	<p>Years 3 and 4 went to swimming gala at Ringwood.</p> <p>Years 1 and 2 went to swimming gala at Ringwood.</p> <p>Inter-house/inter-class competitions set up and run by the PE LEAD and Sports Ambassadors (Skip to be Fit, Golden Mile, Netball and Football games during lunch breaks)</p> <p>A full and varied extra-curricular sporting program offered.</p> <p>Buy x2 netball posts.</p>	<p>£892-New Forest Sport SLA</p> <p>Burgate SLA- £1000</p> <p>Supply- £3000</p> <p>Netball posts a- £600</p>	<p>Pupils know how to compete competitively during a swimming gala.</p> <p>Sports Ambassadors ran inter-house and inter-class sports activities throughout the year- all pupils had access and targeted those who don't usually participate. More pupils active in competition and positive about sports.</p> <p>Football, Forest School, Netball, Dodgeball, Dance, Rugby clubs across the sites running after school as well as sport clubs during lunch times that rotated different sports. Increase in participation in sports clubs from last year.</p> <p>Lockdown in March put an end to physical competitions but PE lead worked with NFSSP in their virtual competitions- videos made and there was regular participation</p>	<p>To continue to take part in the NFSSP programmes and competitions as they continued to support and help us throughout lockdown- keeping up our PE and activity levels up even during lockdown.</p> <p>To discuss the need for Burgate competitions (the SLA is great for training up our sport ambassadors but do we need to pay into their competitions?)</p> <p>To focus on KS1 competition packages.</p>

			<p>which children enjoyed. Children are now more able to compete against themselves and then also across many other schools at a county level via the virtual challenges.</p>	
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Signed off by	
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Date:	June 2020
Subject Leader:	Emily Savage
Date:	June 2020
Governor:	Louise Lambert
Date:	June 2020