

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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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 2020:	Areas for further improvement and baseline evidence of need:
<p>Bronze award for School Games mark retained from last year.</p> <ul style="list-style-type: none"> • 2 hours of PE per week delivered by staff and effectively supported by RB Coaching contract • Continuation of School clubs and links made with local Table Tennis, Rugby and Tennis clubs. • Continued increase in children taking part in after school clubs. This academic year we often had 3 / 4 clubs per week so that all children could access at least 1 club regardless of key stage and age. <p>The PE and sports profile within Dingle remained elevated this academic year. Children are keen to participate and represent their planets and school in a variety of inter and intra school competitions.</p> <p>Due to Covid-19 closures and risk assessments Physical activity and competitive sport changed significantly during the Spring and Summer term. Many changes had to take place and this is demonstrated below.</p> <p>This year all of the money from the PE and School sport grant has not been spent. As per government instructions this money can be carried over to the new academic year to further support PE and School Sport.</p>	<p>This will be heavily dependent on the continuing effects that Covid-19 plays upon the country and the education system. In ideal circumstances we would aim to:</p> <ul style="list-style-type: none"> • Attendance at Sports master classes to improve next academic year. • Continue with a wide range and number of after school clubs offered to children on a weekly basis – ideally both KS have opportunity to access a club each week. • Improve participation at School games events – due to Covid19 and a range of staffing situations this proved difficult this year (19/20) • Increase the amount of children who are physically active and taking part in adult / playground leader activities at both break and lunch times. • Promote the use of Super movers and active minutes across the curriculum as a way of achieving closer to 60 minutes a day of exercise for all of our children • Rebook staff CPD and training in Poolside Rescue and courses to support National curriculum delivery due to cancellations (19/20) due to Covid-19.

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?	50%
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 – due to Covid19

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:
				1.12%
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:
Student led activities at lunch and break times, supported by deployment of teaching assistants to support physical activity and play activities at lunchtimes.	Peer Mentors (Year6) were trained to support both physical well-being and mental health at break and lunch times.	£200	Children were more emotionally aware of themselves and others. They took the lead and this helped to create more opportunities for peer discussions and 'mentoring' of younger children for both physical activity and mental health support. Younger children reported feeling happy about talking to the older children about any concerns or worried they may be having.	Due to Covid-19 our plan for this has not worked. The idea was that our trained peer mentors would then train the next year group how to do it. Obviously with Covid19 this has not happened. Suggested next steps look at setting up mentoring again with staff involvement from those who took part in the initial training. This would allow this concept to continue with no further expenditure required.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.12%
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:

Member of Dudley School Sports and SiSS memberships to help raise the profile of PESSP	Complete forms and join these bodies for the academic year. Access the sporting competitions that they give us access to.	£22.50	The memberships of these bodies have allowed children to take part in further competitions outside of school.	Continue with membership to allow access to local school's competitions such as football and cross country.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				89%
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:
Engagements of professional coaches to ensure staff benefit from CPD and build on strong foundations.	RB coaching contracted to provide support in Gymnastics across KS1 during the Autumn term and Spring first half term. All other year groups to have at least 1 full term of support in gymnastics with RB coaching staff.	£12,730	Staff feel more confident and capable of leading gymnastics and dance sessions within PE lessons now. This was evidenced in staff questionnaires as well as discussions with the PE coordinator and RB coaching staff	Staff to lead their own PE lessons during the academic year 20/21. Coaching support may be sought to support and extend gymnastics for children but this will be dependent on how schools operate in line with Covid-19 risk assessments.
Engagement of DPA (Dudley Performing arts group) to support staff CPD in Dance and continue to build staff development.		£1500	Staff CPD provided within school and externally. Driven by annual staff skills audit.	
Balanceability training for PE coordinator and EYFS/Reception teacher– to make our curriculum as sustainable as possible for future years. Equipment purchased at discount from accessing the training.	Balanceability to move onto SOW for PE and also be offered as an after school club activity for R/ Yr1 children.	£1637	After school club run during Spring term 1 for Reception aged children. Well received and the children enjoyed and made great progress on riding the balance bikes.	Balanceability to move onto SOW for PE and also be offered as an after school club activity for R/ Yr1 children.

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:
Additional achievements: Continued with as per last year due to Covid-19 restrictions from this academic year.				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Increase number of children participating in intra & inter school sports competitions	Map out the competition calendar for competition against other schools and the opportunities that are available. Ensure that PE SoW has competition elements within the lessons for the children to take part in.	£0	Teachers are including competition within their MTP for PE.	Continue with competition with PE. Ensure staff signpost children to after school clubs or to the PE coordinator to enable signposting to outside school club links where appropriate.
Increased range of competitions involved in. Enter 'B' teams where possible in events.	Ensure that transport is available to take more children to competitions and that after school clubs reflect competition calendar.		At the tag rugby competition, in the Autumn term, Dingle took 2 teams to take part. This is the first time we have managed this.	Continue training opportunities to ensure children are interested in taking part in the competitions and representing the school.
Hold a whole school sports day with parent and families invited.	Set a date and invite parents / careers to come and watch / participate in the event. Promote and publicise on school website and newsletters.			