

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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:
<ul style="list-style-type: none"> Assessment criteria in place for academic year 2020- 2021. Monitoring of all staff taken place in Advent 2 and feedback given to develop PE across the school. 100% of children in KS1 entered a level 2 event. 	<ul style="list-style-type: none"> Increase % of KS2 children participating in competitions from 59% by Lent 2 in 2020 to 100% by the end of this academic year Covid-19 dependent. All children taking part in intervention to improve their scores from the beginning of the academic year until the end of the academic year.

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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/No

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:
<ul style="list-style-type: none"> To provide physical learning linked to well being and mental health needs. 	<ul style="list-style-type: none"> As part of the recovery curriculum identified year groups exposed to outdoor / forest school learning on school site and designated forest school site. Introduce the NHS 5 steps to well being and happiness across the school which includes physical activity. Engage children, staff and parents. Develop well being pupil leaders to initiate and organise activities for all children in this area. 	<p>£5000</p> <p>£500</p> <p>£500</p>	<p>Part of SIP priority 1. How will we measure impact of this on whole school improvement?</p> <p>This will be monitored through a scaling questionnaire taken at the beginning of advent 2 and the end of Pentecost 2 to hopefully see an improvement in the mental well-being of all our children.</p> <p>Well being pupil leaders to receive external training through Eikon for their role helping to provide ideas for them to lead across the school and link with other well being pupil leaders in other schools.</p>	<p>Established member of staff undergoing training as L3 leader terms 1 and 2. Trained member of staff will be able to offer forest school sessions during the year for all year groups, this will provide sustainability.</p>

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:
<ul style="list-style-type: none"> To further embed assessment in this area as a tool for next steps for learning in skill development. Support provided for EYFS teacher in understanding of physical development age appropriate. To identify gaps in physical literacy for identified children and close gaps . Continue to keep updated on knowledge focused on this area of the curriculum 	<ul style="list-style-type: none"> Provide opportunities for staff development in this area to include internal moderation of skills. 6 week block of team teaching between EYFS teacher and external provider Advent 1 and 2. Interventions provided through coach from schools partnership over an extended period of time beginning in Advent 1. Interventions provided for identified KS1 and KS2 children. Attendance at the annual PE conference of PE lead and one other member of staff to gather a wider range of new ideas and skills to impart to other staff to improve teaching of PE across the school. Evidence based reading and sharing of research. 	<p>£1000</p> <p>£1000</p>	<p>How will the impact of the funding on the EYFS teacher be assessed – how will we know if it’s successful? What is the impact on the children?</p> <p>The EYFS lead commented on the PE survey last year about a lack of confidence. This questionnaire will then be completed again to monitor success. The impact on the children can be monitored through the % of children who achieve their ELG and the evidence from the intervention that children’s skills are improving.</p>	

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:
<ul style="list-style-type: none"> To provide a wide range of sports and activities on the school site (within the constraints of Covid 19 restrictions) in response to pupil feedback. To ensure all children’s participation in these opportunities particularly tracking PP children. 	<ul style="list-style-type: none"> Engage all children in a questionnaire to discover which sporting activities they would want on school site. Track participation of all children across the school in extra curricular activities and competitions. 	£500	<p>How many children are engaged in activities now? How often?</p> <p>Each year group will have participated in 1 level 2 competition by Advent 2. Currently no extra-curricular activities running.</p>	

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:
<ul style="list-style-type: none"> To provide a wide range of opportunities to school based competitions externally and on the school site (within the constraints of Covid 19 restrictions) in response to pupil feedback. To ensure all children’s participation in these opportunities particularly tracking PP children. 	<ul style="list-style-type: none"> Engage fully with all competitions offered through the schools sports partnership both remotely and physically. Track participation of all children across the school in extra curricular activities and competitions particularly focusing on vulnerable groups. 	£500	<p>Competitions 2018 2019</p> <p>KS1 2 or more competitions – 100%</p> <p>KS2 two or more competitions – 72%</p> <p>KS2 one competition or more – 93%</p> <p>March 2019 2020</p> <p>100% of KS1 children have entered one competition so far this year.</p> <p>Currently 59% of KS2 have entered two competitions.</p> <p>What is our goal for identified groups of children 2020 2021?</p> <p>Our goal would be for 100% of pupil premium in KS1 and KS2 to participate in at least 1 extra-curricular activity this year and be provided with the opportunity to complete in a level two competition in both KS1 and KS2.</p> <p>2019 2020 65% of pupil premium attend at least 1 club. 75% attended at least 1 level 2 event.</p>	

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