

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

Supported by: 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:
<ol style="list-style-type: none"> We have formed a strong link with Ashbourne Golf Club <ul style="list-style-type: none"> Year 3 and 4 children have been taught a series of golf lessons by a semi pro instructor All children gave positive feedback on the sessions, stating 'they enjoyed trying something new'. The spent the morning at Ashbourne golf club and used the local golf facilities Provide CPD for a member of teaching staff (observing and tandem teaching with a specialist) Increased activity levels of the least active children <ul style="list-style-type: none"> 2018/2019 we monitored all children participation in extracurricular sport opportunities from this we identified less active children. We then spent more time encouraging them to take part in a variety of activities in and out of school The children identified have all increased participation in sports in and out of school 50% of these children have taken on a sports leader role Trained sports leaders delivering a wider variety of sports <ul style="list-style-type: none"> Children to have the opportunity to lead golf and cricket at lunchtimes (following series of PE lessons and coaching) Last year we achieved the gold school sports award <ul style="list-style-type: none"> We have many who entered inter and intra sports events The profile of PE has been raised across school 	<ol style="list-style-type: none"> Ensure PE is delivered within the new Government guidelines (COVID-19) <ul style="list-style-type: none"> Ensure all new guidelines are adhered to by all members of teaching staff Spend time discussing how to deliver lessons safely on site or at the leisure entre Hold more inter competitions at the Leisure Centre. <ul style="list-style-type: none"> Liaise with other PE coordinators to arrange sporting events Ensure children at both schools are taught the skills needed before the event Engage with other experienced coaches to provide lessons for different year groups <ul style="list-style-type: none"> Form links with another Ashbourne Sports club Enabling us to provide CPD for a member of teaching staff Provide children with different experiences

<p>We have been unable to take Year 6 children swimming this year due to the coronavirus restrictions, so we are not able to publish accurate data</p> <p>Meeting national curriculum requirements for swimming and water safety.</p>	
<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>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	Yes/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: £16,934		
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:
To increase physical activity levels of the least active children during lunchtimes.	Continue to employ and train a play activity leader at lunchtimes. Share information about the least active children and provide ideas of how to engage them in sport.	£2486	<ul style="list-style-type: none"> Increased numbers of children participating in sporting activities Vast improvement in fundamental movement skills 	Invest in some new sports equipment to support the play activity leader in delivering a variety of sports.
For children to access the space needed to safely deliver high quality PE lessons each week.	Hire the leisure centre Sport Hall all day on a Wednesday so key stage 2 children can take part in school sports and prepare for inter competitions.	Cost to hire sports hall £3267	<ul style="list-style-type: none"> Children are better prepared for inter competition Children have taken up sports clubs outside school after a block of lessons 	To teach alternative sports alongside the mainstream sports offered.
Offer addition sporting opportunities at lunchtimes and after school.	Deliver more sporting opportunities outside the school day. These could be led by St Oswald's staff members or external providers.	£1000	Children will have more opportunities to engage with sports and other activities.	Rotate the different activities to encourage more children to take part.

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:
Continue to develop links with sports clubs in the local area.	Ask Steve Clancy to come and work with different ks2 children, introducing them to golf and continuing our school link with Ashbourne golf club.	£645	Children will be exposed to less mainstream sports and hopefully some pupils will continue to pursue golf outside of school.	To form links with different Ashbourne sports clubs, providing the children with as many opportunities as possible.
Children to become more active during playtimes and lunchtimes.	Buy new fitness equipment for the new playground.	£2000	<ul style="list-style-type: none"> All children will have the opportunity to use the equipment on a rota system It will increase activity levels across school 	<ul style="list-style-type: none"> Ensure a risk assessment has been carried out Maintain the equipment and ensure it is always safe to use

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:
EYFS balance bike training for all EYFS staff members.	Book the Balance Bike Ability session for all EYFS children.	£150	All members of EYFS staff are confident in delivering balance bike training in the future.	Staff members to deliver balance bike training next year to EYFS children. To ensure staff do not lose confidence continue balance bike with the less able children.
Two members of staff to receive cricket training alongside an experienced coach.	Two members of teacher staff to receive training on how to deliver cricket coaching sessions. They will observe then deliver sessions alongside the experienced coach.	£1200	<ul style="list-style-type: none"> Two members of staff in school will be confident in delivering cricket in PE lessons They can support other members of staff with activity ideas and resources 	To continue to deliver cricket as part of our physical education curriculum but using our own members of teaching staff.
Provide PE training for all members of teaching staff.	Liaise with teaching staff to find out what PE training would be most useful and organise for 2021.	£400	Teaching staff will feel supported in teaching PE and it will provide new ideas and approaches for teaching.	Discuss any further development needs and organise training if needed.

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:
For expert coaches to deliver squash for upper key stage 2 children.	To liaise with the leisure centre to organise coaching from experienced coaches.	£300	This will provide a wider sporting experience for children and training for a member of teaching staff.	Alongside teaching mainstream sports introduce more opportunities in the PE curriculum.
To provide EYFS and our vulnerable pupils children with the opportunity to take part in forest schools.	To book a series of forest schools sessions to support the holistic development of all children involved.	£910	<ul style="list-style-type: none"> Children to assess forest school activities To increase activity levels To support holistic development, including fostering resilient, confident, independent and creative learners 	Continue delivering the forest schools programme and offer more children the chance to take part.
All children in year 2, 3 and 4 to have a terms worth of swimming lessons. All non-swimmers in year 5 and 6 to join with key stage 2 lessons.	<ul style="list-style-type: none"> Book swimming lessons for year 2, 3 and 4 children (plus year 5&6 that haven't yet met the nc objectives). 	£2,286	All children will leave St Oswald's Primary School, meeting the swimming objectives in the National Curriculum.	To continue monitoring the children in swimming and ensure all children are meeting the national curriculum objectives by the end of ks2.

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:
To continue to take part in the QEGS school sports partnership	<ul style="list-style-type: none"> PE coordinator to send letter and liaise with parents about upcoming events. PE curriculum being planned so that pupils have skills required to take part confidently in events. 	£2,000	Evaluations from pupils indicated that taking part provided them with an opportunity to take part in sports with a greater number of pupils and to take part in different sports than they do in school.
			Evidence of impact: what do pupils now know and what can they now do? What has changed?:
			To continue paying into the Affiliation to QEGS school sports partnership.

Signed off by	
Head Teacher:	
Date:	23 rd June 2020
Subject Leader:	
Date:	
Governor:	
Date:	