

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





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>Sport continues to have a high profile within our school setting, which is reflected in our Gold Sports Mark award, which we have achieved since 2013. We have sustained this standard and expectation. We continue to strive to develop a love of sport amongst the children. Many are now taking this to a high standard out of school entering championships and area tournaments.</p> <p>We provide a variety of clubs and always strive to extend these across the year groups, each year. Developed well being clubs after school and Mindfulness has been introduced to all year groups. We also aim to target groups of children that need enhanced provision. We provide lunchtime clubs to support specific groups of children - introduced a lunchtime club for girls with a sports coach once a week.</p> <p>Staff develop their knowledge and skills around PE through CPD from external courses and through working alongside a sports specialist from our feeder secondary school JFAN. New staff undertake required training.</p> <p>As well as PE lessons and after school provision, each class takes part in 'Take 10' sessions throughout the day/week in between lessons. This is now embedded across the year groups.</p> <p>Increased provision by sports coaches to enhance preparation for sporting events with local schools.</p> <p>Gym trail for children with additional needs led by a sports coach.</p> <p>We have sports champions in year 6 that lead PE events.</p> <p>Midday Assistants support sport champions and Playleaders enhance the love of sport during lunchtimes.</p>	<p>Work towards Platinum sports award.</p> <p>Develop well being model, especially during COVID period – Yoga, Tai Chi.</p> <p>New staff to undertake required training.</p> <p>Sports Coaches to keep training updated.</p> <p>Continue to prepare and enhance sport for competitions</p> <p>Train new PE leader</p> <p>Work with Working Party to explore MUGA for the school.</p>

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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: £17,629		Date Updated: July 2020	
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: 67%
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:
Broaden the sporting opportunities and experiences available to pupils – cross school events, extra sporting sessions in school time.	Take part in as many cross school events across our partnerships as possible for all year groups Sports Coach teaching PE to all year groups in addition to regular class sessions (includes preparation for Family and Sports Partnership events) Sustainable model As well as PE lessons and after school provision, continue with each class taking part in 'Take 10' sessions throughout the day/week in between lessons. Continue Gym Trail for children with additional needs led by a sports coach.		£14,145	All children taken part in competitions and cross school events Gym Trail supported children with additional needs. Take 10 used during the day as part of the learning process	Embed Take 10 and equivalent activities across the school including new staff and within COVID restrictions Some of the events had to be cancelled due to COVID to carry over to the next academic year. Update and distribute play/PE equipment for each class bubble

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				26%
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:
Inspire pupils to feel proud to be part of a team and to represent their school in a competitive arena. Raise the profile of sport through assemblies	Children to report sporting events each week to the whole school. Children to be congratulated for their sporting achievements. Awards to be presented where appropriate	£1984 – supply and transport	Sporting events to be part of regular assemblies	Some of the events had to be cancelled due to COVID to carry over to the next academic year. Upgrade PE kit especially for external sporting events
Staff clothing – demonstrating to the children the importance and relevance of being part of a team.	Ensure all staff who deliver or assist with PE and sport have appropriate clothing and equipment. School PE kit for staff		All staff who take part in sport activities appropriately dressed.	Continue next year including any staff changes
Increase house sporting events throughout the year and participation in external events	Family and Sports Partnership events attended Friendship Week, Sports Day.		Sporting events attended and the school was represented well. Children developing a love of sport	There was increased participation in inter school tournaments, particularly for Years 2 and 4. Intra school football and rounders organised by the sports ambassadors were planned but not able to take place due to closures.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
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:
Keep up to date with current practises in PE and respond to any changes.	PE leader to attend PLT events. Disseminate to other staff members	Supply for PLT meetings – as above	School aware of sporting events and regulations	Handover to new PE leader. Training where applicable.
Improve staff knowledge and qualifications	Staff to attend training events within our sports partnership where appropriate	Supply for training – as above	Staff trained in a wider range of sports and activities.	Staff to share CPD to increase sustainability across the school.
To further improve the provision and quality of PE & School Sport at Clavering Primary School Ensure that PE & School Sport is judged as at least good by external monitoring. Broaden the sporting opportunities and experiences available to pupils. To develop a love of sport and physical activity	Continue external PE coach/teacher working and teaching alongside Clavering staff Training events for teachers across our cluster of schools with specialist coaches	£1200	Staff expertise increased/ developed	Staff to share CPD to increase sustainability across the school. Maintain links with Lisa Dunlop from JFAN. New member of staff to attend relevant training Sainsbury's gold sports mark and work towards the new platinum level

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				67%
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:
Upgrade and improve equipment to develop PE and health related lessons	New equipment and consumables purchased	£300	Equipment upgraded or replaced as necessary	Update and distribute play/PE equipment for each class bubble
Increase house sporting events throughout the year and participation in external events	Family and Sports Partnership events attended Friendship Week, Sports Day.	£1984 – supply and transport as above	Sporting events attended and the school was represented well. Children developing a love of sport	There was increased participation in inter school tournaments, particularly for Years 2 and 4. Intra school football and rounders organised by the sports ambassadors were planned but not able to take place due to closures.
Broaden the sporting opportunities and experiences available to pupils – cross school events, extra sporting sessions in school time.	Take part in as many cross school events across our partnerships as possible for all year groups Sports Coach teaching PE to all year groups in addition to regular class sessions (includes preparation for Family and Sports Partnership events) Sustainable model	£14,145 as above	All children taken part in competitions and cross school events Gym Trail supported children with additional needs. Take 10 used during the day as part of the learning process	Embed Take 10 and equivalent activities across the school including new staff and within COVID restrictions Some of the events had to be cancelled due to COVID to carry over to the next academic year. Update and distribute play/PE

	<p>As well as PE lessons and after school provision, continue with each class taking part in 'Take 10' sessions throughout the day/week in between lessons. Continue Gym Trail for children with additional needs led by a sports coach.</p>			<p>equipment for each class bubble</p>
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				67%
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:
Broaden the sporting opportunities and experiences available to pupils – cross school events, extra sporting sessions in school time.	Take part in as many cross school events across our partnerships as possible for all year groups Sports Coach teaching PE to all year groups in addition to regular class sessions (includes preparation for Family and Sports Partnership events) Sustainable model As well as PE lessons and after school provision, continue with each class taking part in 'Take 10' sessions throughout the day/week in between lessons. Continue Gym Trail for children with additional needs led by a sports coach.	£14,145 as above	All children taken part in competitions and cross school events Gym Trail supported children with additional needs. Take 10 used during the day as part of the learning process	Embed Take 10 and equivalent activities across the school including new staff and within COVID restrictions Some of the events had to be cancelled due to COVID to carry over to the next academic year. Update and distribute play/PE equipment for each class bubble

Signed off by	
Head Teacher:	Ros Allsop
Date:	July 2020
Subject Leader:	Lynn Lipscomb
Date:	July 2020
Governor:	Annabelle Hall
Date:	July 2020