

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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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:
<ul style="list-style-type: none"> • All children are regularly participating in school sport • Abberley Girl's Football team were Cluster champions for the second year running, won the West Worcestershire District tournament and represented Worcestershire at the Premier League Primary All Stars Midlands Regional Finals. • The school is highly competitive in all areas of sport within the cluster winning gold medals in Key Stage 1 Mini Olympics and placing second in the Cluster Netball tournament. • Participation in regular competitive sports fixtures against other schools. • Design of new PE curriculum to encompass a wider range of sports and purchase of resources to support this. • Professional sports coaches are regularly involved in the coaching of children in a variety of sports, such as tennis, rugby, football, netball and swimming. • All staff are confident and highly motivated in the provision of PE and sport. • Introduction of staff led lunchtime sports clubs have led to greater participation and skills development. • Redevelopment of play leader programme in school has led to a greater number of children being involved in both delivering and participating in lunchtime sports activities. • Sport is a regular feature of our school collective worship where we celebrate the role models. • We were awarded the Gold Sportsmark award for the second consecutive year. • Purchase of Jigsaw PSHE programme which will be introduced across school during next academic year to allow greater awareness and teaching of mental well being and healthy lifestyles. 	<ul style="list-style-type: none"> • Monitoring of new PE curriculum and skills progression in sport, ensuring it is in line with the values and attributes that we wish the instil during pupil's time with the school. • Further develop the sports specialism of staff in line with the requirements of the new curriculum. • Implementation and monitoring of new PSHE curriculum. • Greater communication regarding provision of sport out school in the community. • Re-establishment of playleaders programme, lunchtime and after school sports clubs in line with Covid-19 requirements. • Re-establishment of the use of sports coaches and competitive sport in line with Covid-19 requirements.

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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]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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 – the programme we follow goes beyond the national curriculum requirements

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<p>outside school.</p> <ul style="list-style-type: none"> All children have opportunity to participate in competitive sport. 	<ul style="list-style-type: none"> Wide range of competitive sports opportunities during and after school. Hire of minibus for transport to a wider range of sport's fixtures. 	£500	<p>achieved 2018/19 and 2019/20.</p> <ul style="list-style-type: none"> Hire of minibus has facilitated attendance at a wider range of competitive and non-competitive sporting events. 	<p>minibus hire to access wider range of competitive and non-competitive sporting opportunities.</p> <ul style="list-style-type: none"> Trip to professional sporting event to inspire pupils.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				35%
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"> Increase the range of sports on offer to pupils through the implementation of new PE curriculum. Focus teaching on mental wellbeing and healthy lifestyles through implementation of new PSHE curriculum. Increase skills offered to pupils by bringing in specialist coaches. Increase skills of staff through CPD and observation of specialist sports coaches to improve the quality of PE teaching across the school. Provide opportunities for all 	<ul style="list-style-type: none"> Purchase of new sports equipment to support new curriculum. Purchase of Jigsaw PSHE curriculum. Engagement of specialist coaches in football, netball, rugby and tennis. CPD training for staff in swimming and mental well-being. Hire of coaches and mini bus to allow all pupils the opportunity to participate in competitive and non-competitive sporting events off site. Contact with local clubs and 	<p>£2000</p> <p>£2000</p> <p>£500</p> <p>£300</p> <p>£500</p>	<ul style="list-style-type: none"> Wider range of sports now offered through new sports curriculum. Regular PSHE lessons following defined curriculum with emphasis on mental wellbeing and healthy lifestyles. Children have received specialist coaching for football, netball, tennis and rugby. Children have had opportunity to meet professional sports people. More children engaged in sport and developing 	<ul style="list-style-type: none"> Contact with local clubs including taster sessions. Monitoring of new PE and PSHE curriculums to ensure progression and evaluation of curriculum in line with School's vision and values. Further CPD training for staff particularly in areas of new curriculum where they are less experienced. Review of School swimming curriculum following staff CPD training.

<p>children to participate in competitive and non-competitive sport.</p> <ul style="list-style-type: none"> • Provide opportunities for most able children to develop their talents. • Regular communication of sporting achievements with wider school community. 	<p>signposting able children to organisations where they are further able to develop their talents.</p> <ul style="list-style-type: none"> • Purchase of IT equipment to record sporting events and achievements and to provide reflection opportunities for pupils. 	£1400	<p>their skills through regular participation in lunchtime and after school clubs.</p> <ul style="list-style-type: none"> • Purchase of I-Pads for all staff to record PE lessons and sporting events. • Use of minibus to transport pupils to a wider range of sporting events. 	<ul style="list-style-type: none"> • Continued use of mini bus to facilitate transport to a wider range of sporting events.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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"> Development of resource bank to support new PE curriculum. Involvement with cluster schools and buying into the cluster sport's provision which includes CPD for staff. Staff to improve the range of skills they can offer when coaching a variety of sports, through attendance at courses and learning from external providers. 	<ul style="list-style-type: none"> Training provided for all staff on new PE curriculum including sharing of resource bank. Membership of Cluster Sports Partnership which has provided CPD opportunities for staff. Completion of CPD training on swimming and mental health awareness. Use of external coaches for PE lessons and afterschool clubs allowing staff to develop skills by working alongside professionals. 	£300 £1400 £400 £1000	<ul style="list-style-type: none"> Wider variety of sports offered in school. Staff are more skilled and confident in teaching a range of sports in school during PE and lunchtime and afterschool clubs. Children's participation levels in sport have increased. Children are become more skilled and skill progression is clearly defined. Increased level of success in sporting competitions New school swimming curriculum developed following attendance at CPD training. 	<ul style="list-style-type: none"> Continued Cluster membership. CPD opportunities for staff particularly in sports they feel less experienced in. Review of staff engagement in new curriculum. Continued research and accumulation of resources to support teaching of new curriculum. Continued use of external providers to provide specialist coaching and after school sports opportunities. Research into further opportunities to use external providers and professional sports people to enhance PE curriculum.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
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"> Introduce new curriculum involving a wider range of sports so children have wider experience of different sports. Introduction of a variety of lunch time and after school clubs to enable more children to participate and develop sports skills. Relaunch to play leader programme to include a wider range of activities for all age groups. Use of external coaches to run PE lessons and after school clubs. Hire of minibus to attend wider variety of competitive and non-competitive sporting events. All children have the opportunity to represent 	<ul style="list-style-type: none"> Purchase of new sports equipment to support new curriculum. Wider range of lunch time and after school sports activities offered by staff led clubs and enhanced play leader provision. Use of external providers to supplement PE lessons and after school clubs. Membership of primary school cluster to enable all children to have opportunity to be involved in regular competitive and non-competitive sport. Use of minibus for transport to wider range of 	£2000 £400 £1000 £1400 £500 (plus training £100)	<ul style="list-style-type: none"> Children are actively involved in new sports which have been offered. Increased participation by children at lunchtime and after school sports clubs. Increased participation in play leader programme particularly by younger children. Children developing new sports skills. Whole school competitions feature new sports which have been learnt. More children have represented the school at competitive sport. Children have had the opportunity to attend a wider range of competitive and non-competitive 	<ul style="list-style-type: none"> Monitoring of new PE and PSHE curriculum to review impact on children's engagement and skills progression. Development and delivery of new swimming curriculum. Re-establishment of play-leaders programme, lunchtime and after school sports clubs in line with Covid-19 requirements. Re-establishment of the use of sports coaches and competitive sport in line with Covid-19

<p>school at competitive and non-competitive sporting events.</p> <ul style="list-style-type: none"> Promotion of cluster led change for life clubs offering children the opportunity to try new sports. 	<p>sporting competitions.</p> <ul style="list-style-type: none"> Monitoring of children's participation in extra-curricular sport opportunities so least active groups can be identified. Regular promotion of Cluster Change for Life clubs. 		<p>sporting events.</p> <ul style="list-style-type: none"> Increased attendance of children at Cluster Change for Life Clubs. 	<p>requirements.</p> <ul style="list-style-type: none"> Continued use of minibus to allow children to participate in wide range of competitive and non-competitive sporting events. Continue to monitor involvement of children in extracurricular sporting opportunities, including Cluster Change for Life Clubs. Survey pupils to see which further sports they would like to be involved in. Organise trip to professional sports event.
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	children with opportunities to pursue competitive sport outside school.			
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Signed off by	
Head Teacher:	Joel Turvey
Date:	10/9/2020
Subject Leader:	Caroline Lightfoot
Date:	15/7 2020
Governor:	Jamie Pratt
Date:	18/9/2020