# E:\Users\simon.roche\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Evidencing the Impact of the Primary PE and Sport Premium Template 2019 7.3 Images_Page_1.jpg



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (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](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools) 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](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) 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](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).

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: |
| * Competitive sports well developed, especially at Year 5 and 6 * Participation in local cluster festivals and tournaments * Swimming gala to promote swimming at all ages * Swimming for all children in Y2 and above for 2 short terms each year | * Increase opportunities for sporting competition * Increase numbers of pupils taking up opportunities for extra curricular clubs, especially from disadvantaged groups * Ensure all children have the opportunity for active play at lunchtimes |

|  |  |
| --- | --- |
| 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 – to provide a competitive swimming gala for all children to participate in. |

**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:** 2018/2019 | **Total fund allocated:** £19,193 | **Date Updated:** | |  |
| **Key indicator 1:** The engagement of all 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 spend: |
| 5% |
| **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: |
| Provision of two PE lessons every week in all classes | Every class has two PE lessons each week, taught by class teacher for one and qualified coaches for the second. | £0 – funded through main budget |  |  |
|  |  |  |  |  |
| Increased physical activity at lunchtimes | Provision of range of active equipment – balls, hoops, etc. and den building equipment etc, | £371 | Children are engaged in active play at lunchtimes. Team games are evident – self selected, pupils taking initiative to be active | Continue to monitor and improve stock of equipment as new need identified or equipment reaches end of life. |
| Increase range of physical activity at lunchtime | Meet with MDSA team to share ideas for increasing active play | £0 | MDSAs understand their role in encouraging and leading active play | Identify specific training for MDSA team |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total spend: |
| 10.2% |
| **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 availability of equipment for PESSPA * Increase children’s desire for physical activity | Ongoing refreshment of resources and equipment  Indoor Curling | £500  £255 | Pupils are observed using the equipment at breaktimes.  Pupils actively request the equipment and seek out opportunities to use it.  Children engaged in physical activity at lunch and break time is large majority | Continue next year and identify training opportunities for MDSA staff  Identify possibilities for using qualified coaches at lunchtimes  Identify increased range of equipment on offer. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | | | Percentage of total allocation: |
| 4.9% |
| **Intent** | **Implementation** | | | | **Impact** | |  |
| Your school focus should be clear | Make sure your actions to | Funding | | | Evidence of impact: what do | | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | | | pupils now know and what | | next steps: |
| and be able to do and about | intentions: |  | | | can they now do? What has | |  |
| what they need to learn and to |  |  | | | changed?: | |  |
| consolidate through practice: |  |  | | |  | |  |
| * All teachers teach PE * Teachers are supported at clubs by experienced and qualified coaches | Teachers responsible for planning and leading teaching so do not become de-skilled  Parents with specialist skills in hockey and netball support the relevant clubs  Open dialogue about teaching in general – discussions about what goes well and what to improve.  Two way radios and licence to provide communication with school ensuring safety when offsite activities take place  Staff training – PLT meetings | £0  £0 – volunteers  £0  £200  £163 | | | Children benefit from skilled coaches – standards reflected in achievement at festivals and tournaments | | Continue  Not required – five year licence  Continue to ensure confident staff |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | | | Percentage of total allocation: |
| 9.3% |
| **Intent** | **Implementation** | | | | **Impact** | |  |
| Your school focus should be clear | Make sure your actions to | Funding | | | Evidence of impact: what do | | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | | | pupils now know and what | | next steps: |
| and be able to do and about | intentions: |  | | | can they now do? What has | |  |
| what they need to learn and to |  |  | | | changed?: | |  |
| consolidate through practice: |  |  | | |  | |  |
| Offer a range of sporting activities: | Booking workshops for ‘less mainstream’ activities – particularly skipping | £350 | | | Children report enjoying the workshops and skipping in the playground and at home after the event. | Consider repeating next year and adding other more unusual sporting opportunities. | |
| Judo club now offered for children | £0 | | | Small group of children but includes disadvantaged children who would not usually choose a sports club.  Behaviour and focus at the judo club is clear and children succeed. | Continue | |
| Dance Club – run by professional Dance teacher for the first time | £240 | | | Children took part in Chippenham Dance Festival  Children advanced to South West heat of ‘Great British Dance Off’ in Bath  Very positive response to dance from boys and girls | Continue next year | |
| Offer to children to attend ‘Talent Team’ workshops at secondary schools. | £100 | | | Children with a talent for sport access a range of activities and visit to Bath Uni to see and use high quality facilities. | Continue | |
|  |  | | |  |  | |
|  |  | | |  |  | |
|  |  | | |  |  | |
| **Key indicator 5:** Increased participation in competitive sport | | | | | | | Percentage of total allocation: |
| 70.5% |
| **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 | | Funding | Evidence of impact: what do  pupils now know and what  can they now do? What has  changed?: | | | Sustainability and suggested |
| achieve are linked to your | | allocated: | next steps: |
| intentions: | |  |  |
|  | |  |  |
|  | |  |  | | |  |
| Offer competitive opportunities through tournaments and matches. | Take part in Chippenham Games and other sports tournaments  Take up any opportunities offered by the Chippenham Sports Partnership. | | £650  £120 | Dauntsey, Marlborough and Chippenham events really enjoyed by children  Range of events attended, see below | | | Continue next year  Continue next year. Use additional admin time to enable more efficient identification and booking of events. |
|  | Swimming gala for all pupils  Swimming finals for swim team | | £425 | Highly successful | | | Continue next year |
|  | Netball, hockey, football, swimming (through the gala), multi sports (KS1).  Small schools tournament for netball and football.  Fees for coaches / staffing / entry | | £378 | All attended  Winners of small schools netball and second in football. | | | Continue and identify further opportunities for competition |
|  | Transport for events / tournaments / festivals | | £228 |  | | | Continue |
|  | Use administration time to monitor participation | | £110 | Identified children / groups of children taking up / not taking up sporting opportunities.  Better administration of booking for events and associated tasks – transport etc. | | | Continue next year |
|  | Sports Partnership Subscription | | £3300 | Access to range of activities for children, tournaments and festivals in various sports.  Access to CPD  Access to expertise of SSCO’s through regular meetings | | | Continue for next year |
|  |  | |  |  | | |  |
|  |  | |  |  | | |  |
| Total expenditure £7390  Carry Forward £11803 – specific purpose of improving the playground | | | | | | | |

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