

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>Sports All children participate in curriculum-based PE for at least 1 hour per week KS2 2 hours per week Sports leaders offer group activities to younger children this will help to promote and develop planning, organizing and leadership skills. Sports council to represent pupil opinions, discuss and plan and organize (promote pupil voice) Since 2014 Sacred Heart have achieved the Sainsbury Bronze Kite award 2014-2015 Silver Kite Award 2015-16 Silver Kite Award 2016-17 Gold Kite Award 2017-2018</p>	<p>Increase opportunities for leadership skills for all children across the school within the curriculum-based lesson. Provide further opportunity to progress within the role of leadership. Promote and utilise individual skill. Sports ambassador to work alongside sports coach from Summer term in curriculum based session. Planning sessions for sports leaders Continue to establish and promote sports school council in KS2 to continue to represent, discuss, organize and voice opinions. Sporting Intervention groups to target a range of pupil needs (LA, MA, PP, SEN) Introduce year 5 to expectations and requirements of the role of sports council, sports leaders, playground pals (shadow year 6) Continue to encourage and provide opportunities for LA pupils. Increase opportunities for KS1</p>

Meeting national curriculum requirements for swimming and water safety.	
<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>	%80
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%75
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%73
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: £17,795	Date Updated:12.03.2020	
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:
				%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to offer breakfast club and encourage more pupils to attend school earlier/ attend activities Increase knowledge of health-related issues. Nutritional knowledge. Benefits of exercise Offer a range of sport and activity competitive / non-competitive. Monitor and ensure delivery of sports and physical activity shows a clear progression of skills. Promote positive attitudes and encourage being active. Understanding of how sporting discipline Self-control and will power should be used in all aspects of life.	TA's and breakfast club staff to promote Healthy eating Nutritional information/ Develop knowledge of staying healthy Understanding of sporting values Respect achievement of others Proud of own achievements Develop skills at an appropriate level Learn to challenge themselves /set targets (personal best) Healthy eating/ nutrition Relationships, teamwork Curriculum based learning Sessions Extra curriculum sessions offered to mixed year groups weekly By internal/ external coaches Encourage attendance through positive attitude, remove barriers e.g. confidence. Sports leaders Outside agencies in school Staff to attend CPD training		PE Primary Passport £400 Gymnastics Coaching £216 £125 Rugby £650 (Year 3,5,6) Extra curriculum- (£600)) Football/Girls football- £168.00 Hurdles £50 Benches £780	Ongoing monitoring and evaluation Meeting, discuss new ideas Coaches: £ 3,718 % of total allocation Resources: £4,586 % of total allocation

		Springboard/mats £1338.25 Outside target walls with nets. £893.00(20%) Training Clothes / sport equipment £125.00	demonstrates a significant reduction in incidents. Reflect on behaviour/ concentration in other areas of the curriculum Promote knowledge of wellbeing/ healthy lifestyle and importance of being active. Progression evident in assessment and observations The sporting Values outlined by the Sainsbury's Kite Award Criteria are reiterated by all sports coaches / leaders internal and external and the evidence of this can be seen in how the children respond to their sports leader peer both within lesson times and during lunch time / break. Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement School website	
--	--	---	---	--

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:
To promote a sense of pride and wellbeing in the children Encourage and develop confidence in all pupils To display information on the school website Provide opportunities for all children to excel in a range of sporting, physical activities Celebrate success as a	Sports board Assemblies, Newsletters, School Facebook social media (Keep parents and carers up to date with achievement, participation) Intervention groups Sports council Attending course CPD Staff meetings Inservice – Daily Mile Active 30 minutes	Trophies £200 Advertising – local paper – displays, Courses provided by RBSGP -£50	Pride (visible in discussion, attitudes throughout the school. Interest from the wider community Share achievement Feedback from children, parents, carers Notes from meetings Attitudes	Feedback from parents/carers/pupils Evaluate

whole school Opportunities for children to discuss, represent peers voice opinions, ideas Involvement of other members of staff not just the school Sports coach , Increased active learning (use of Daily Mile, Active 30 mins) Improving concentration, focus and behaviour.				
---	--	--	--	--

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:
Include a range of sporting sessions, activities to be deliver by a variety of specialist staff attended by in house staff To provide a range of learning opportunities, topics that interest and encourage staff participation. Coaching leadership opportunities for children	CPD courses offered to staff Opportunity to work alongside specialist sports coaches Participate in workshops Work alongside sports coach Take part in playground pals challenge Work with peers to plan and deliver activities to other children Sports ambassadors to develop leadership skill on a regular basis	Specialist coaches Handball Lacrosse Girls football Tennis Hornets Rugby RBSGP courses E.g. Quidditch tournament Cricket Bikeability	Progression evident in assessment Utilises staff skills, talent and specialisms Pupils experience and benefit from a range of teaching styles, skills and approaches. Whole staff positive approach/ attitude towards the development and impact of a healthy, active school	Discuss with staff/ feedback In-services Questionnaire
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:
Additional achievements: Additional achievements: To provide a range of learning opportunities, topics that interest and encourage ALL pupils' participation. RBSGP to be part of a partnership that provides a large range of competitive, non-competitive opportunities and festivals To visit/invite other local schools to take part in sporting events e.g. comps, festivals, taster session.	Follow NC targets Include all areas of topics outlined within the NC Provide a range of extra curriculum opportunities at different ability, age levels. (accessible to all) Specialist coaches Handball, Girls football, Lacrosse, Hornets Rugby Tennis, cricket RBSGP course Bikeability Opportunities for SEN Gifted and Talented A,B and C teams	RBSGP £750	Children develop and progress skills in a wide range of areas. Increased confidence Greater uptake of competitive activities.	School Kite award criteria Primary PE passport award % pupil participation

--	--	--	--	--

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