

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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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>Participation in sporting events offered by CASP with a range of children being given competitive experience.</p> <p>Participated in Tennis tournament in which a team won the tournament and represented Canterbury in finals</p> <p>Participated in Change 4 Life finals representing Canterbury, encouraging new children to engage in sport.</p> <p>Utilise P.E and dance specialists to enhance sporting opportunities for all children and enhance expertise of staff</p> <p>All year 5 and 6 children undertake bike ability. With 100% success rate</p> <p>Work collaboratively with Ash Rugby Club, Littlebourne Cricket Club, Appetiti Tennis Club, Dance Extreme, Pace Sports, Local Marshal Arts specialist and Premier Sports encouraging children to participate in Sporting clubs beyond school.</p> <p>Utilise Sports Crew to enhance games and activities at playtime and lunch time</p> <p>Implement big book assessment to track progress of pupils and ensure participation and support for all</p> <p>Signpost higher ability children to clubs such as crusaders basket ball, Canterbury Youth football, Judo and more</p> <p>Themed sports week in which all children experienced a range of sports and a fun Sports day including track and field events</p> <p>Offer opportunities beyond the classroom for children to be active</p> <p>Support sports crew to arrange their own events within schools, such as tournaments, competition and virtual league</p> <p>Sports crew to report on achievements to whole school to engage and encourage children</p> <p>Run events for parents such as rounder's match against the children</p> <p>Regular sports posts and achievements on school website and in school newsletters sent out to parents and the wider community</p>	<p>Create more opportunities for Subject Lead to observe and evaluate lessons and clubs to ensure a high quality level of teaching across the sporting curriculum</p> <p>Continue to utilise local clubs and engage new clubs to visit school to enhance opportunities for all</p> <p>Engage more key stage 1 children into sports by offering some extra curricular activities for them</p> <p>Introduce a wake and shake to school day to promote health and fitness</p> <p>Ensure physical and mental well being through mindfulness</p> <p>Achieve Gold Award for School Games Mark</p> <p>Continue to develop Big Book assessment for the school to track progress</p>

Ensure that a sporting school club is run after school every evening from 3.15 – 4.30 to promote active living	
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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.	% 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?	% 87
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/ 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: 2018/19		Total fund allocated: £ 17340	Date Updated: 30.07.19	
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:
Ensure that all children are given a range of opportunities and support to ensure inclusion in P.E. To inform children of healthy choices and importance of a healthy and active lifestyle.	Coaches are utilised to provide a range of high quality P.E lessons above the curriculum requirement. Change 4 Life club and regular lessons on health and well being delivered.	£190	All children participate in P.E in smaller groups which enables them to access a range of equipment to develop skills delivered by specialist coaches. Children gain knowledge of healthy lifestyle and through education select a healthier option.	Continue to enable staff to work alongside sports specialists to ensure high quality of learning and that all children are participating in lessons to the best of their ability .It is important sports specialists are sustained. 1.01%
Develop clubs and activities within the school day to support fitness and well being.	School council and sports crew work together to provide clubs and activities the children want to engage in.	£390	Children participate in sporting activities during their free time encouraging fitness and building their experience.	Sports Crew training is essential to developing sports ambassadors who gain knowledge of a range of aspects of sports and support peers in participation. This has increased participation of children in clubs and events organised by sports crew. 2.25%

Ensure that all children above key stage 1 are provided swimming coaches until they are able to swim 25m	Teachers and TA's take children by coach to the local swimming centre. Children then have 6 swimming instructors to provide high quality lessons. Staff observe as part of the CPD to deliver swimming in future.	£180		Sports crew have also raised the profile of P.E through delivering reports and updates. Subject lead should continue to work alongside children to give them increased responsibility and knowledge. Experienced swimming instructors ensure high attainment of pupils and enables teaching staff to gain knowledge of effective teaching. 1.03%
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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:
Quality Lessons delivered through dance that relate to the topic children are learning in class.	A qualified dance coach meets with class teachers to relate a dance lesson to the topic that children are learning in class.	£8,734	The children take their learning from the classroom into dance. These cross curricular links enable children to embed skills and knowledge. The children express their learning creatively supporting different learning styles. Performances are given to whole school and parents building the links between home and school and ensuring whole	To ensure that the dance specialist is maintained. To utilise specialist dance instructor to support healthy body and mind through yoga and relaxation methods. 50%

Ensure regular meetings between coaches and subject lead to support assessment and support children as required, for example signposting higher ability children and providing adult support for children as required.	Allocate time within the school timetable to ensure that Subject lead has the opportunity to meet with all coaches. This provides cohesion throughout the school and enables children to be supported as required.		school approach to learning. Enables lessons to be taught with cohesion. Ensures subject lead and coaches are working in collaboration to give high quality lessons to pupils.	Maintain excellent relationship between SL and coaches to support delivery of a range of sports.
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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:
Coaches from the wider community meet with subject lead to ensure that children build on progress and lessons are delivered with continuity across the school and adhere to national curriculum aims for P.E.	Subject lead meets with coaches to discuss key features and expectations of learning.	£280	Supports Subject lead in identifying children who require further support and/or signposting to enhance development. Children have joined clubs such as Crusaders Basketball, Polo Farm Tennis club, Littlebourne Cricket Club, Ash Rugby Club, Canterbury Youth Football Club, Polo Farm Hockey, Canterbury Rugby Club and Judo Clubs.	Continue to encourage children to participate in sporting activities outside of school through maintaining established relationships within the community and developing new relationships where possible. 1.6%
Ensure regular meetings between all staff and Subject lead to develop CPD as required.	Staff inform SL of any training requirements to ensure they have the skills and ability to deliver high quality lessons inline with expectations of the most recent guidelines. Observations ensure that all staff are aware of teaching and lessons are of a high standard.		Staff are given training from qualified coaches and kept informed of current practice to ensure all children receive high quality teaching.	Continue to revise and reflect on practice to sustain high quality teaching across P.E curriculum.
Subject lead to observe and offer feedback on P.E lessons to ensure high quality teaching.				
Evaluation of staff skills to ensure staff are being utilised effectively to give pupils quality coaching.	As above	£1995	Observations from subject lead allow for effective feedback to coaches to ensure the vision statement for P.E is adhered to specifically for our school.	Continue to work with specialist coaches to ensure that the vision statement for P.E is successful. 12%

Observations by teachers and TA's of qualified coaches to develop skills.	Teachers and TA's are given release time from the classroom to observe coaches delivering expert lessons. This enhances skills and ensures quality of lessons.		Teachers and Ta's are able to support children effectively in P.E through observing high quality teaching from specialist coaches.	All children including SEN, Pupil premium and those identified as having higher order skills are supported to maintain progress and development for all children.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

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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:
Pupils are able to participate in a range of competitions arranged through CASP.	Children experience playing competitive sports against a range of pupils.	£1040	Pupils are able to compete in a range of sports against other schools at a tournament level. Tournaments are arranged by CASP.	Continue to buy into CASP package to maintain high level of competition against other schools. 6%
To offer children opportunities beyond the curriculum to participate in new sports. Lunch time clubs and games arranged by Sports Crew and assisted by Subject Lead.	New sports encourage children that may not have developed a passion for a sport to experience it and hopefully find a sport for every child to participate in.	£1995	Children are experiencing new sports. The children often express how much they enjoy learning new games and children who may not excel in traditional sports participate well as whole class learning together.	Continue to build on a range of s[ports to engage all pupils. The target is to find a range of sports so that all children participate in a sports club beyond the curriculum. 12%
Bikeability is offered to all year 5 and 6 children enabling them to cycle safely on roads and encourage activity.	Through bike ability children can learn to ride with confidence. As we live in a rural village some children then opt to ride their		Class 4 are given the opportunity to undertake Bikeability level 1 & 2. This gives them confidence to ride independently.	Maintain Bikeability for all eligible children.

<p>Sports Themed week enables children to participate in a wider spectrum of sports for an entire week. Wider community invited in to deliver taster sessions of sports.</p>	<p>bikes as an alternative to travelling by car.</p> <p>We have many links with local sports clubs which we utilise to engage the children.</p>	<p>£200</p>	<p>Sports week helps build the profile of P.E throughout the school through taster sessions to sports delivered by coaches who are passionate about their chosen sport. Children work in mixed age teams which develops teamwork and sportsmanship skills. The children often feedback to subject lead how much they enjoy sports week and pupil voice is an important assessment tool which is highly valued.</p>	<p>Sports week is crucial to constantly improve the range of sports and widen the children's experience. Through reflection of feedback children thoroughly enjoy sports week and it is crucial to maintain sports week to encourage enjoyment and participation in sports. Once children are hooked into a sport they tend to continue this beyond school which supports children in being active and healthy.1.2%</p>
<p>After school clubs every day to develop sporting expertise. Residential and outdoor experiences for whole school</p>	<p>We provide an extensive range of after school clubs and ensure that children can have an extra hour of sport every day if they wish.</p>	<p>£50 £2660</p>	<p>The range of clubs offered has ensured an increasing number of children are attending at least one sports club per week. Some children access all sports clubs which means they are experiencing 6 ¼ hours extra activity per week.</p>	<p>Continue to obtain feedback from the children on which clubs they want to encourage participation. Support more vulnerable children in attending extra-curricular activities by making TA's available where possible.15%</p>

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Football games played against other schools in small schools league Friendly matches arranged to support inclusion	The small schools league enables children to compete against children with similar ability and build team work, trust and respect.	£200	Children participate in the league to compete against children of similar ability. This raises the expectation and skills required as the competition is of a higher standard.	Join further leagues in a variety of sports such as netball and girls football league. 1.1%
CASP package enables children to compete against other schools. Ash Rugby Club tournaments enable the children to learn skills and play competitively. Children compete in Judo competitions. Children play for a range of local sporting clubs following signposting. Tennis tournament enables children to play against children with similar ability.	Building links with local sports clubs enables children to participate in sport beyond the school community and develops skills.	£95	An increasing number of children are participating in sports beyond school. This is evidenced as their successes are celebrated in whole school worship and in newsletters. Children are achieving success in their chosen sport many children are awarded medals, player of the week trophies, most improved trophies and other accolades.	Continue to maintain existing relationships with a range of sports clubs. Forge new relationships with sports clubs to enable more children to attend clubs. Raise awareness of the variety of sports on offer. 0.5%
Sports Crew arranges virtual league. Sports crew create tournaments for school to participate in house colours.	Sports crew take responsibility to organise events, they are supported by subject lead. The events enable children to compete intra school in house colours.	Cost incorporated in CASP.	All children from year R to year 6 participate in challenges at lunchtimes. Responsibility for this is given to Sports Crew which builds confidence and understanding.	Continue to participate in virtual league against other school and measure progress year on year.

Whole school sports day for all pupils to compete in house colours named after the local 4 villages churches.	Whole school sports day is a celebration of sports for parents and children in a competitive setting. Track and field events are completed in house colours.	£50	Sports day is a celebration that allows the school to come together in hose colours to enjoy a range of activities together. It engages children in sport and through fun enables them to compete together and share the experience with parents.	Continue to modernise events for sports day to ensure that activities are fun and enjoyable. 0.3%
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	