# 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.

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| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
| * Continued delivery of PE during the pandemic * Positive playtimes-new playground markings with defined areas for each phase. * Access to REAL PE resources for parents. * Play leaders employed. * Website/Twitter/Facebook being used successfully to promote sporting success. | * Develop subject leadership. * Monitor PE provision across the school. * SEND sporting opportunities to be developed-plan SEND intra, inter and trust wise. * Train Year 6 sports leaders. * Participation numbers to be monitored during the year 2021/22 * Assessment (Fundamental Movement Skills) in PE to inform future learning opportunities. |

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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. | %  Please note-we are awaiting the current Year 6’s swimming data from The Life Centre, Plymouth. |
| 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? | No-pool not open. |

**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.

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| **Academic Year:** 2020/21 | **Total fund allocated:** £17,530 | **Date Updated:** June 2021 | |  |
| **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 allocation: |
| 41% |
| **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 engage pupils in positive physical activities at playtimes and lunchtimes. | * Lunchtime play leaders employed and trained to deliver activities. * Online training for MTAs during lockdown. | £7139.77 | * Pupils engage more positively at playtimes and lunchtimes, increased participation and activity levels but a reduction in the number of accidents. | * PE subject leader to engage MTAs in training opportunities. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 9% |
| **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 raise the profile of developing fundamental skills in across the school. * To ensure there is safe PE practice across the school. | * Purchase ipads-to be used as a tool to assess pupils and offer feedback. Children to be photographed and videoed (visible learning approach. * Evolve risk assessment annual charge. | £1,200.00  £290.40 | * Improved development of fundamental movement skills. Positive engagement in early PE. * Pupils are receiving quality feedback and can reflect on their fundamental movement skills. | * Share examples of good practice. * Subject leader drop ins to support the monitoring of PE. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 27% |
| **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 pupils receive daily exercise and at least 2 hours of high quality PE each week. * Improve activity levels and develop fundamental movement skills through the delivery of quality PE lessons. | * REAL PE Legacy package Year 1 * Jasmine platform purchased. * Subject leader drop ins. | £4,392.50  £356.73 supply | * Pupils have been taught PE though games due to the school’s COVID risk assessment.   TIME allocations adapted due to staggered playtimes during the pandemic. | * Curriculum review due to a games heavy focus during the pandemic. * Pupil voice questionnaire completed by Key Stage 2 pupils asking about the current provision and sport in school. * Monitoring of PE (drop ins) to support teaching and learning. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 4% |
| **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: |  |  |  |  |
| * To purchase quality resources; pupils continue to receive quality provision in curriculum PE and extra-curricular sport. * To improve the playground atmosphere so it promotes ‘being active’ at playtimes and lunchtimes. | * Resources purchased. | £650.60 | * Increasing activity levels during playtime due to reduced numbers on the playground. * Improved movement skills March onwards due to focus on fundamental movement skills during curriculum time. | * Ensure the new resources are used effectively. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 19% |
| **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: |  |  |  |  |
| * To increase the number of pupils engaged in competitive sporting events, including SEND pupils. | * Key Stage 2 engaged in a range of PSSP, Plymouth Argyle and trust activities. | £3500.00 PSSP partnership. | * OAA days x2. Reduced participation this year due to COVID. Pupils engage in team building activities and demonstrate their problem solving skills. * Year 1, 4 and 5 received Bikeability training. Improved road awareness. | * Gain School Games Bronze in 21/22. * Train new play leaders to lead intra-school mini events. |

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| Signed off by | |
| Head Teacher: | J. Roberts |
| Date: | 01/06/21 |
| Subject Leader: | R. Jennings/S. Carroll |
| Date: | 01/06/21 |
| Governor: | J. Carr |
| Date: | 01/06/21 |