Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by

Department for Education

Created by

association for Physical Education

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.

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:
• Through-out the year before the COVID 19 outbreak, children across the entire school have had a range of different opportunities within their PE curriculum lessons and school sport opportunities: -Y5s have had further cycling lessons for a whole term -A TA has started a specialist cycling club once a week -KS2 had specialist tennis coaching -KS2 has had Badminton and Cricket coaching -KS1 also had specialist dance coaching -Each year group had the PE coordinator for a full half term which allowed not only the teacher to gain CPD but also to allows students to gain specialist progressions that are differentiated to them -Also, by February half term, we had attended 14 different competitions therefore before the COVID19 outbreak we were on track to reach our 20+ event target • Abbeyfield Active Days have been conducted through-out the year which has seen all students participate in a new sport: KS1 and KS2 Skipping School Day KS1 and KS2 Active Mission Day KS1 Balance Bikes Day KS2 Cricket Day • Each half term, all staff have attended CPD sessions: Netball, Gymnastics, Handball, Tennis • A range of competitions have been attended from inter to intra competitions plus over 30 after school clubs have been attended by over 300 students through-out the year • Forest Schools have been an immense success from staff training improvements to all children have the opportunity to explore the different environments	• Lunch time provision requires more focus and structure to it • Network with new external organisations alongside look at outdoor equipment • Student Leadership needs more focus • Implement the new PE curriculum journey, PE Policy and Assessment sheets

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.	10%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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:** £19670	**Date Updated: April 2020**		
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: 23%
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:
P1: Create an up to date PE timetable that is altered each half-term (with ever class having 2 lessons as a minimum)	-Each class has 2 PE lessons per week as a minimum (one outside and one inside, weather dependent) -Each lesson students have specific LO's to achieve -Each child to be pre-assessed and post-assessed in relation to the new assessment tool for teachers	£0 £1240 (PE Coordinator)	-Each year group as of the PE half term timetable have had 2 PE slots each week followed by FS having an extra slot each day in the morning and KS2 having an increased outdoor provision by 1 extra slot in the summer	-Continue with PE rota that is altered each half term
P2: Within the timetable organise regular curriculum bookings with external coaches from a range of different sports/national governing bodies	-Reach up to 6 additional curriculum bookings to attend school. -Continue to engage and develop the relationship with arches (each year group has PE coordinator at least once) -Explore 2 new sports that haven't been deliver externally in the last two years (cycling, tennis and potentially OAA) -Organise Behaviour sessions based on taekwondo	£197 (Arches Package) £100 (Entry fees) £1,500 (Taekwondo Behaviour Sessions)	-Each year group has had an extra opportunity of receiving specialist coaching from external coaches in a range of different sports. -Holistically, we have seen children become more willingly to work with others regarding football at lunchtime on the Sports and Arts alongside, supporting others to develop in a	-Continue to explore additional external sports that have not been covered within school (alongside curriculum bookings, look at staff PE CPD for these sports as-well)

P3: Create a new annual PE curriculum that is linked to the holistic approach alongside the calendar of festivals/competitions through-out the year	-Create and deliver the new PE curriculum map as a whole school approach -Develop new schemes of work that will be provided to all members of staff as a whole school approach -Link the curriculum with the new developed competition/event calendar -Attend 20+ events -An increased number of students taking part in organised Arches competitions -An improvement in positive reflection from competitions	£1,500.00 (Behaviour Management Sessions)	football context as before, football could cause numerous issues -Y5s have had further cycling lessons for a whole term -A TA has started a specialist cycling club once a week -KS2 had specialist tennis coaching -KS2 has had Badminton and Cricket coaching -KS1 also had specialist dance coaching -Each year group had the PE coordinator for a full half term which allowed not only the teacher to gain CPD but also to allows students to gain specialist progressions that are differentiated to them -Also, by February half term, we had attended 14 different competitions therefore before the COVID19 outbreak we were on track to reach our 20+ event target	-Announce the new ABBEYFIELD PE journey booklet with the new curriculum map (including the 3 I's) in September 2020 (including new Curriculum Map, Skill Progression Map and assessment tools for EYFS/KS1 and KS2 -Continue with the Abbeyfield Active Days
P5: Deliver lunch time and after-school clubs (altering each half term) plus, explore external coaches to deliver new sports	-Deliver up to 25 after-school clubs alongside an additional 10 after-school clubs from external sports. Followed by at least 4 different lunch-time clubs provided each week	(Same costings as above for Arches)	-In total before February half time, we had deliver 32 different after-school clubs (plus an additional 12 from external coaches such as Badminton and Taekwondo) plus different lunch-time clubs happening twice a week therefore, before the COVID19 outbreak we were on	- Meet the 25 goal of after-school clubs -Explore additional new ones that have not been done before

			track to reach and go above the 25 different after-school clubs by the end of the year -Due to the company no longer being available we were not able to install at that current time hence, the funding had to be shared to other PE areas -Before the COVID19 outbreak we had 4 different sports attend and provide into 8 Abbeyfield Active Days over the 4 half terms. -We had the 2 further ones booked and plan therefore, we were on track to reach our target of 6 different sports over the Abbeyfield Active Days	
P6: Explore the outdoor equipment	-Explore what potential outdoor active equipment we can install to increase physical activity at lunchtime	£0 (next year budget will allocate for this)		-Reexplore the outdoor equipment and investigate what we could potentially get alongside discuss with students
P7: Continue and reach 6 different Abbeyfield Active Days	-Alter and budget for 2 active days instead of one in order for all students to take part in the Abbeyfield Active Days at the end of the term			-Continue with the Abbeyfield Active Days and met the target of 6 different ones
Total: £4,537				

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 31% (of the money allocated from the £19,670)
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:

P1: The intent to input a New PE journey document into place, which places focus not only on physical development but also cognitive, social, teamwork, creativity and independence. In order to develop such skills through focused based schemes of work so they can then transfer them into competitions, other lessons and as a whole new school approach	-Attend the PE conference to network with external providers and gain additional knowledge -Confirm the new PE journey booklet -Ensure at the start of ever half term there are schemes of work as examples for each PE topic -The schemes of work will be available after the half term PE CPD session for staff	£1240 (PE coordinator) £197 (Arches Package)	-As a whole school, students are gaining more consistent lessons with specific goals. Alongside, they are challenged with additional progressions each week -An increase of competitions and festivals have been attended alongside, more students/teams have gain higher achievements physically but also, emotionally as-well	-Provide annual training on the booklet and what the intended goals are -Continue to network with external organisations -Explore additional arches competitions and festivals that can be attended
P2: Improve staff's confidence and knowledge within PE across the entire school	-Each half term in the first week staff will attend a CPD session that is focused on that half terms PE topic	(Link to arches costings above)	-There has been 4 different staff CPD sessions before the COVID19 outbreak, which has allowed staff to gain invaluable and increased tailored knowledge for their year group	-Explore what external organisations can provide -Increase EYFS and KS1 staff provision
P3: Alongside, embedding the different sport values in order to improve behaviour across the whole school (especially with lunch-time provision i.e. football)	-Remove football from the main lunch-time yard and only on to the Sports and Arts where it is more focused, and the values are embedded each week -Trail mixed-gender and single gender football lunchtime sessions	£0	-An increase of physical activity has occurred with less disruptions within football -Increased number of girls attending as-well-as boys	
P4: Provide opportunities for students to participate in a range of different sports that are not on the current PE curriculum that students may not have the opportunity to do so	-Reach a target of 12 Abbeyfield Active Days with 6 different sports and embed an achievement assembly at the end each one (exploring the different values) -OAA/Orienteering Provision	£53 (Resources/displays)	-Students have now had 6 additional opportunities at new sports, exploring fundamentals and also KS1 children more confident with basic skills of skipping and ball skills. The Mission Active day, has seen children become more confident and comfortable with working	-Continue with the Abbeyfield Active Days -Link into the Sport Student Leadership and see if students could do an extra few students led sessions

			hard and understanding an increase of body temperature etc. is okay -Parents have asked where they can take their children for similar activities and we have seen an increase of achieved external activities outside of schools	
P5: Forest Schools	-Continue to maintain the forest schools -Increase on staff training	£2,890	-Children, especially children with SEND, we have been able to increase the numbers who attend	
P6: Outdoor Equipment and Provision	-Purchased and install new outdoor equipment: cardio combi, arm and pedal rider and a rider	£5271.12 (this does take the allocated money over however we have invested more money from additional budgets for PE)	-It is being installed early September therefore, the impact has not be seen yet. However, currently there are limited areas of additional equipment on the current playground therefore, this new equipment is a new project to encourage more children into active lunchtimes).	
Total: £9,651.12 (invested £3,614.12)				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
P1: PE Coordinator to ensure all staff are more confidence to ensure all students have clear LO's that are progressed and differentiated in relation abilities (and not just ages) P2: Staff to feel more prepared and confident in assessing within PE (Pre and Post assessments for each topic) P3: Students to have a range of opportunities through their PE curriculum alongside a change to build on their current skills P4: Students to transfer the basic fundamentals into competition and fun external environments	-New developed schemes of work to be provided for each topic (as examples for teachers to then plan/develop their own after their CPD sessions) -Implement the new PE journey that consist of assessment tools for each topic including Pre and Post so we can compare. Alongside the assessment tool being linked to the LO's on the scheme of works -Network with external organisations for specialist coaches to attend -Each year-group and teacher to have one half term with the PE coordinator -Students to attend more competitions and festivals with more staff feeling more confident with attending as-well	£1240 (PE Coordinator) £197 (arches Package) (Link to arches costings above) £345 (PE Package)	-Overall teachers are feeling more confident from the staff audit comparisons but also from a range of comments -Students are being formally and informally assessed more regularly -An increase positivity and achievement from the competitions -Y5 TA work with British Cycling for a half term. Y6s have worked with Badminton and Cricket coaches -Y3 have worked with Handball coaches -More students are accessing regular progressions which we are seeing more students feeling more confident to attend competitions and festivals	-Continue to compare and gather data from the staff audit -Explore additional resources from NGB's so staff are getting the most recent up to date information -Network with external organisations to organise additional coaches across the entire school -Increase EYFS and KS1 provision for this -Continue to develop the sport calendar -Explore intra-competitions but increase inter-competitions as-well

P5: Staff to feel more confident and happier with teaching PE and provide staff with additional CPD and resources where possible	-Provide 6 additional PE topic CPDs for all staff to attend	(Link to arches costings above)	-Completed 10 inter-competitions for students -In total before the COVID19 outbreak, all teaching and support staff attended 5 different CPD sessions and there were 2 future ones planned. -CPD sessions of Dance, Gym, Handball, Netball and Badminton	-Continue to provide CPD sessions but focus on additional areas such as creativity and disguised PE learning and not just specific topic based CPD
Total: £1,782				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 22%
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:
P1: Students to have a half term with the PE coordinator plus staff and PE Coordinator to team teach	-Each year group to have the PE coordinator once through-out the year	£1240 (PE Coordinator) £197 (Arches Package)	-The PE coordinator has delivered a range of different sports through-out the year plus supported other staff in any after school club delivery -Students have received specialist coaching in cricket, cycling, badminton from external coaches. But also, each year group had specialist coaching in a range of sports from the PE coordinator. Observing student's progress from basic skills into more complexed ones with confidence. Students physical literacy has increased	-Continue with the PE rota that is organised each half-term to allow for each year group to work with the PE coordinator for one half term
P2: Students to have at least 2	-8 Curriculum bookings from	£920		-Explore and network through -PE Coordinator and PE lead to attend additional CPDs etc. to provide staff with resources and up to date information

additional opportunities to receive specialist coaching from external coaches	external specialists	(Taekwondo Sessions) £280 (Badminton Coaching)	which has seen more Y2s confidently move up and ready for KS2 PE	the PE conference and additional external organisation for continued previous sports but also new ones
P3: As a whole school approach to improve cycling data and provision with school	-Start a cycling lunchtime club -Explore British Cycling school opportunities	£0	-Cycling lunch time club has been created by the Y6 TA who now does it ever-week -British cycling attended school as an additional tool to improve Y5 students confidence in cycling	-Explore funding bids for cycling equipment -Attend cycling competitions/festivals
P4: Each child to have the opportunity to participate in 6 Abbeyfield Active Days	-12 Abbeyfield Active Days covering EYFS, KS1 and KS2 year-groups	£1,650 (Abbeyfield Active Days)	-The PE coordinator has organised and coordinated with other members of staff a range of different sporting opportunities and events in school and across the city for all year groups	-Network with new sports and national governing bodies -Remain on 6 new sports for the Active Days
P5: To achieve the following targets for lunchtime, competitions and after-school clubs for all children to have the opportunity at some point within the half terms.	-2 lunch time clubs ever week through-out the year -3 half terms of KS1 After-school Clubs with the PE Coordinator -3 half terms of KS2 After-school clubs with the PE Coordinator -6 Additional after-school clubs -10 Inter-school competitions (competitions within school) -20 external competitions and festivals through-out the year -6 staff CPD sessions -12 Abbeyfield Active Days -8 curriculum bookings from		- More children have attended different sport events plus more children have been able to attend each one. Therefore, a larger cohort of children have been reached -Before the COVID19 outbreak, we had completed 4 Abbeyfield Active Days which saw students receive additional opportunities to participate in sport. Developing and learning new skills which saw	-Start a school PE Newsletter to promote achievement and healthy competition to continue to increase student participation -Meet the previous targets before the COVID19 outbreak -Increase lunchtime clubs and sessions from 2 to 3/4

	external specialists		some students attend additional ones outside of school Before the COVID19 break these were our achievements so we were on track to reach or exceed as-well for some: -2 lunch times every week -2 half terms of KS1 After-school clubs with the PE coordinator -2 half terms of KS2 After-school clubs with the PE coordinator -6 additional KS2 after-school clubs -7 Intra-school competitions -14 external competitions attended -4 staff CPD sessions -8 Abbeyfield Active Days with 4 different sports -5 curriculum bookings from external specialists	
Total: £4,287				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 15%
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:
P1: Create a 2019-2020 sport event calendar that includes Arches events and additional ones P2: Link the calendar to the PE curriculum and sport after-school clubs P3: Improve the accessibility for all students to attend the competitions and explore SEND events/girls events P4: Staff to have increase school resources for more competition to occur in school for students to become more physically and mentally confident to take part	-Complete the 2019-2020 sport calendar -Complete the curriculum with links to the events through-out the year -Attend 2 additional events that are girls and SEND only but also events that are linked to our targeted interventions -Complete resources and task cards for teacher to use weekly in their PE lessons	£1240 (PE coordinator) £197 (Arches Package) £140 (Climbing works) £550 (Transport) £500 (external organisations) £400 (equipment)	-Before the COVID19 breakout we attended 14 external competitions where the students came first (twice) and second (once) but also an increase of students have taken part from all different year-groups plus targeted groups such as girls, SEND and Sienna class -Through the PE coordinator organising and coordinating different events plus support other staff further sport events have been conducted on school site from tennis competitions to before school football tournaments -More staff have been able to take more children to city and further a field events that have organised by external organisations in which has allowed children to participate in new sports that may not have been easily accessible on school site or outside of school time	-Continue to utilise the competitions that Arches provide through-out the year plus additional specialist coaches attending school within these sports to provide students extra opportunities to increase their sporting competence -Research into other external programmes and national governing bodies -Investigate external and cheaper transport provision
Total: £3,027				

Money Allocated	Money Spent	Money Invested
£19,670	£23,284.12	£3,614.12

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