

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by

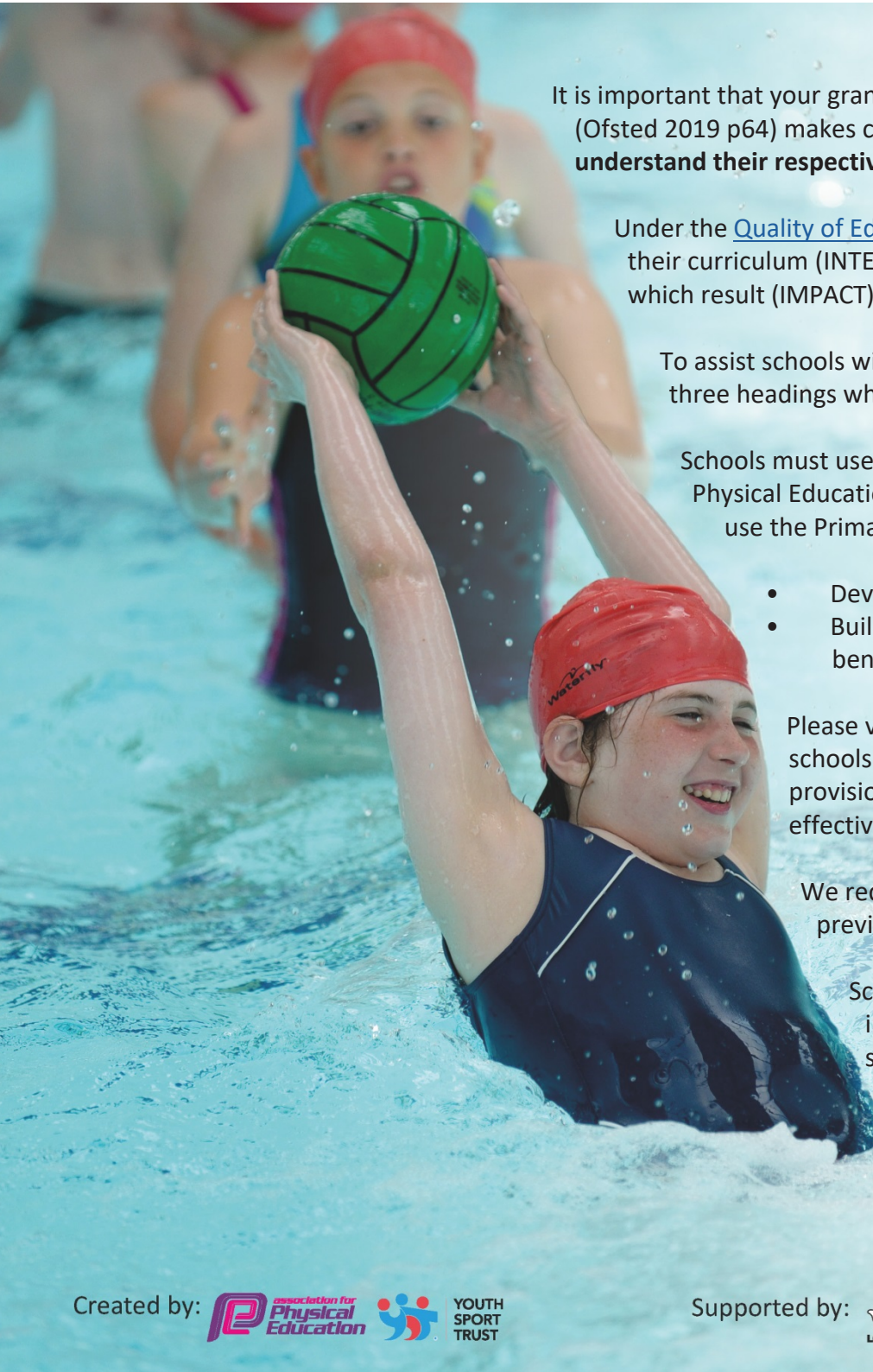


Department  
for Education

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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](http://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 **31<sup>st</sup> 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:
Investment in the OPAL (Outdoor play and Learning) Scheme. (2 - 3 years to implement successfully and effectively)	On going
Continuous provision of weekly Purbeck Schools Competitions and festivals.	Renewed annually
A lending system for sports kits implemented for extra – curricular festivals and competitions.	
Forest Schools Sustainability.	Annually
PE scheme purchased to ensure consistency of high quality Teaching and Learning.	Monitoring of PE Teaching and Learning

Meeting national curriculum requirements for swimming and water safety. <b>Figures collected from Parents survey sent out. Swimming did not take place for Year 6 this academic year due to COVID 19.</b> <b>28 Surveys sent out 13 returned. % based on 13 returned</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	46%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	46%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	23%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2019/20		Total fund allocated: £	Date Updated:	
<b>Key indicator 1:</b> 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:
				52%
Intent	Implementation		Impact	
<p>The OPAL Programme has been independently proven to sustainably improve the quality of play in British primary schools. Research shows that play contributes to children's physical and emotional health and well-being, Given the importance of play in children's lives and current concerns about children's physical and mental health and opportunity to access time and space to initiate their own play outdoors.</p> <p>OPAL uses a structured development tool which allows the school and the mentors to work out a detailed play policy, strategy and action plan individually tailored to the specific needs of the school.</p> <p>Develop OPAL leaders or use Bronze Ambassadors to support active playtimes and support extra-curricular activities.</p> <p>- The OPAL programme aims to raise</p>	<p>Through the implementation of OPAL and active play, we will ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.</p>		<p>Funding allocated:</p> <p><b>£4704:75</b></p> <p>OPAL school report up to 80% decreases in use of behaviour policies and 90% drops in senior leadership time spent in resolving playtime issues.</p> <p>Children at OPAL schools rapidly develop creativity, imagination, cooperation, resilience, stamina and confidence.</p> <p>OPAL's approach makes play better for every child, every day</p> <p>Children at OPAL schools report feeling less stressed and happier, and more excited at school.</p>	<p>Sustainability and suggested next steps:</p> <p>The OPAL programme takes 2/3 years to implement. Due to COVID 19 the Action Plan will be delayed. Meeting arranged for next steps and to update the action plan for September 2020.</p>

awareness taking and assessing risks in physical activity.  - Provide opportunities for daily physical activity.				
<ul style="list-style-type: none"> <li>- Educate children in the value and benefits of a healthy active lifestyle.</li> <li>- Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>- Use active lessons to increase physical activity levels and learning.</li> <li>- Develop Bronze Ambassadors to support active playtimes and support extra-curricular activities.</li> <li>- Raise awareness of the best places to take part in sport and physical activity outside of school.</li> <li>- Provide opportunities for daily physical activity.</li> <li>- Develop a Change 4 Life club for targeted groups including the least active</li> </ul>	<ul style="list-style-type: none"> <li>- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.</li> <li>- Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy.</li> <li>- Build links with local community sports clubs through our SGO.</li> <li>- Send staff on Youth Sport Trust Active Maths and Active English courses on the CPD programme.</li> <li>- Access Change 4 Life teacher training and support to develop a Change 4 Life club through our SGO.</li> </ul>		<ul style="list-style-type: none"> <li>- Positive attitudes to health and well-being</li> <li>- Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors</li> <li>- Positive behaviour and a sense of fair play enhanced by using Bronze Ambassadors as role models</li> <li>- Pupils activity at lunch and break increased</li> </ul> <p>Evidence -</p> <ul style="list-style-type: none"> <li>- Curriculum map</li> <li>- PE policy</li> <li>- Registers of participation</li> <li>- Extra-curricular data</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time.</li> </ul>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				33%
Intent	Implementation		Impact	
To enhance and sustain the range of opportunities available to children by investing in Forest Schools resources and materials.	Resources and materials purchased to be used in all Forest School sessions across the school. Also for extra – curriculum activities.	Funding allocated: £80:00 (FS)	Building all pupils confidence and independence. Encourage <b>empathy</b> for others and nature. Promote Physical fitness and improved mental health <b>Encouraged and</b> exposure to manageable risk.	Ongoing.

Investment in School logo sports kits to encourage a sense of equality and belonging. Making sure children feel proud and valued when representing their school at events.	Hoodies and polo shirts purchased, embroidered with School logo. To be lend to sports teams for matches and festivals.	£220:18  <b>TOTAL</b> £300:18	Promote a sense of unity and team spirit	
<ul style="list-style-type: none"> <li>- Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</li> <li>- Use PE and sport to develop the whole person including thinking, social and personal skills?</li> <li>- Use PE teaching to aid fine and gross motor skill development?</li> <li>- Use sporting role models used to engage and raise achievement?</li> <li>- Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</li> </ul>	<ul style="list-style-type: none"> <li>- As a school we contribute funding to sustain the Purbeck School Sport Partnership which provides the following opportunities: <ul style="list-style-type: none"> <li>• Additional competitions outside of the School Games programme</li> <li>• Comprehensive CPD programme</li> <li>• PE Conference</li> <li>• Outdoor activity days</li> <li>• Primary Leadership Academy</li> <li>• Purbeck Sports Awards</li> <li>• Youth Sport Trust Primary Membership</li> <li>• Support from Dan Moody for team teaching and staff training.</li> </ul> </li> <li>- Introduce Youth Sport Trust MY Personal Best programme in school. Training course attended and resources being utilised.</li> <li>- Develop a team of sports leaders &amp; Bronze Ambassadors through the Purbeck Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway.</li> <li>- SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC.</li> </ul>		<ul style="list-style-type: none"> <li>- Personal development (physical skills, thinking skills, social skills and personal skills).</li> <li>- Attainment and achievement, behaviour and attendance.</li> <li>- PE physical activity and school sport have a high profile and are celebrated across the life of the school</li> <li>- SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. Review School development plan, Whole school policies/PE policy</li> <li>- Use PE conference to review, evaluate and plan for the next academic year.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.85%
Intent	Implementation		Impact	
Investment in the LTPE scheme to ensure consistency in the teaching and delivery of quality PE across the Academy and in collaboration with other academies in the Aspirations Trust.	LTPE scheme purchased. ED to update School Long Term Plan and curriculum map. Distribute planning files to staff.	Funding allocated: £75	Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	Monitoring of PE across the School, ensuring high quality teaching and learning. Support staff with CPD.  next steps: Monitor termly
- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	<ul style="list-style-type: none"> <li>• Provide opportunities for staff to access CPD opportunities through the Purbeck School Sport Partnership CPD programme.</li> <li>• Use specialist coaches and providers for team teaching &amp; staff training to increase the knowledge and confidence of staff in delivering PE.</li> <li>• Purchase quality assured resources to support teachers and support staff.</li> </ul>		<ul style="list-style-type: none"> <li>- Increased staff knowledge and understanding</li> <li>- All teachers able to confidently plan, teach and assess National Curriculum PE?</li> <li>- More confident and competent staff evidenced through feedback and lesson observations</li> <li>- More sustainable workforce including young leaders.</li> <li>- Enhanced quality of provision</li> <li>- Increased pupil participation in competitive activities and festivals</li> <li>- Increased range of opportunities</li> <li>- The sharing of best practice with other schools in the Purbeck Partnership.</li> <li>- A more inclusive curriculum which inspires and engages all pupils</li> </ul>	- Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities

			- Increased capacity and sustainability	
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19%
Intent	Implementation		Impact	
To engage a wide range of pupils in a variety of extra - curricular festivals and competitions. In order to maintain the Gold Sports Mark Award.	Regular attendance to Purbeck festivals and competitions.	Funding allocated: £1750	Engagement of a wide range of pupils regularly participating in regular sporting opportunities. Pupils having confidence to try new activities.	Renew membership. Promote virtual competitions until weekly festivals can commence.
- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.	<ul style="list-style-type: none"> <li>- Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</li> <li>- Review extra-curricular activities through pupil voice/Bronze Ambassadors.</li> <li>- Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community?</li> </ul>		<ul style="list-style-type: none"> <li>- Engaged or re-engaged disaffected pupils</li> <li>- Increased pupil participation</li> <li>- Enhanced quality of delivery of activities</li> <li>- Increased staffing capacity and sustainability</li> <li>- Enhanced, extended, inclusive extra-curricular provision</li> <li>- Improved behaviour and attendance and reduction of low level disruption</li> <li>- Increased pupil awareness of opportunities available in the community</li> <li>- improved physical, technical,</li> </ul>	- Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.

	<p>- Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer.</p>		<p>tactical and mental understanding of a range of sports</p> <p>- Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?</p> <p>Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys</p>	
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Key indicator 5: Increased participation in competitive sport. (Same criteria and funding as Key Indicator 4)				Percentage of total allocation:
				19%
Intent	Implementation		Impact	
To engage a wide range of pupils in a variety of extra - curricular festivals and competitions. In order to maintain the Gold Sports Mark Award.	Make sure your actions to	Funding allocated: £1750	Engagement of a wide range of pupils regularly participating in regular sporting opportunities. Pupils having confidence to try new activities.	Renew membership. Promote virtual competitions until weekly festivals can commence.
<ul style="list-style-type: none"> <li>- Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</li> <li>- Increased participation in School Games competitions.</li> <li>- Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> <li>- Select children who we feel would benefit most from the opportunities available in the Purbeck Partnership events calendar.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage with partnership coordinators Shelley Hamblin and Dan Moody attend competitions run by the Purbeck School Sport Partnership.</li> <li>- Engage more staff/parents/volunteers and young leaders to support attendance at competitions.</li> <li>- Use external coaches to run competitions to increase pupils' participation.</li> <li>- Identify a set number of competitions/events to provide transport to.</li> </ul>		<ul style="list-style-type: none"> <li>- X% of young people represent their school</li> <li>- X% of young people part of community clubs that the school has links to.</li> </ul> <p>Evidence includes -</p> <ul style="list-style-type: none"> <li>- School Games Mark</li> <li>- Competition/ events calendar</li> <li>- Photos displayed at school and on website</li> <li>- Competition reports</li> </ul>	<ul style="list-style-type: none"> <li>- Review attendance data and identify children for appropriate opportunities.</li> <li>- Continue to attend Purbeck Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.</li> </ul>

Signed off by	
Head Teacher:	Victoria Maslin (Acting Principle)
Date:	July 2020 (to be reviewed)
Subject Leader:	Emma Drake
Date:	July 2020 (to be reviewed)
Governor:	Aspirations Academy Trust
Date:	July 2020 (to be reviewed)