

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

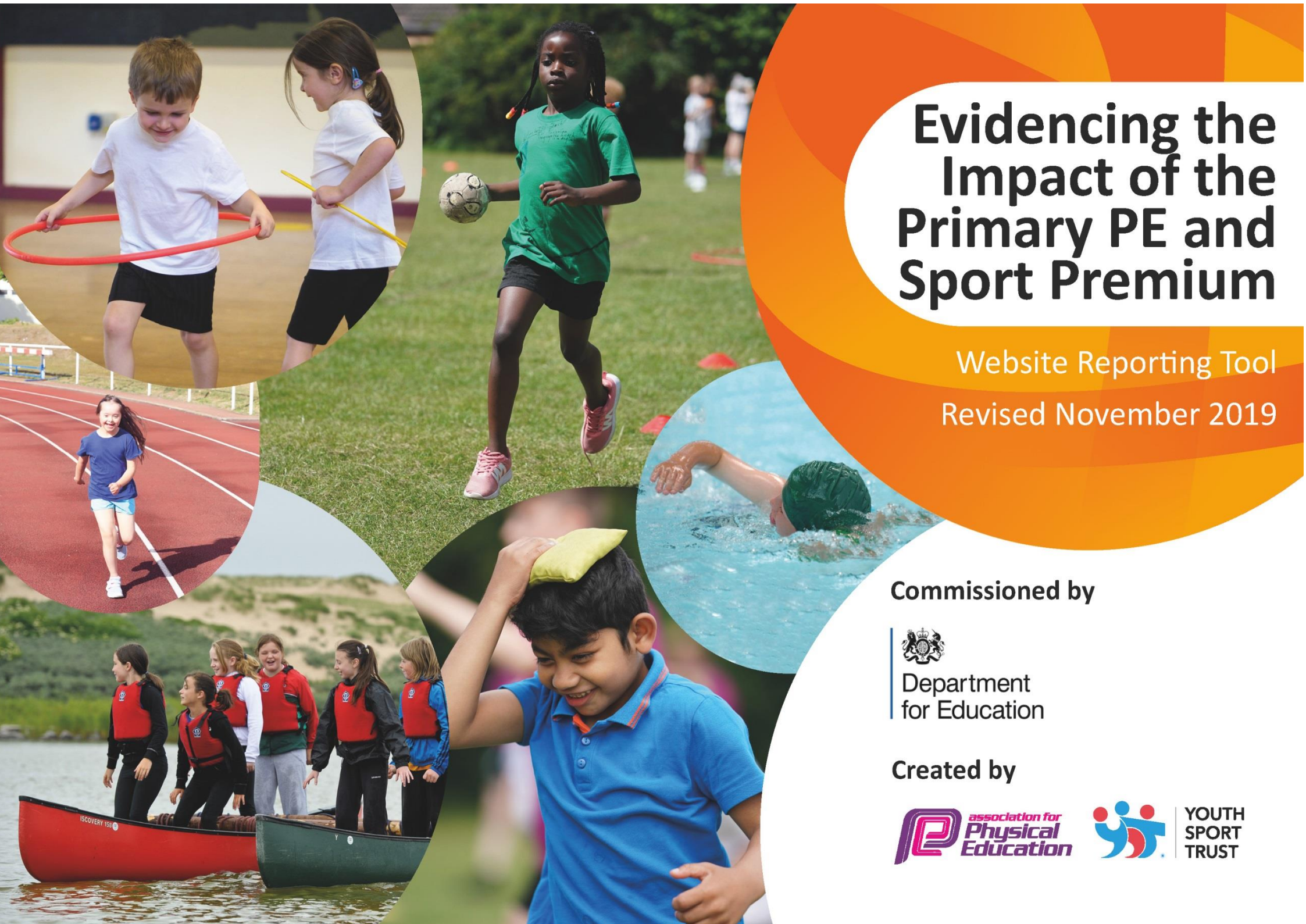


Department
for Education

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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](#) 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:

Meeting national curriculum requirements for swimming and water safety.	Due to COVID we did not complete our swimming for Y6 pupils.
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.	
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?	Yes/ No At Sherrier we always use the PE funding to fund extra lessons for those Y6 swimmers who need extra provision.

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: 2020-2021	Total fund allocated: £19, 370	Date Updated: September 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: 75%
Intent	Implementation		Impact- to be reviewed	£15, 545
To develop an active and healthy lifestyle in all children including ensuring children are exercising daily, improving the quality of PE offered so enjoyment is enhanced.	<p>All pupils to access 2 hours of high quality PE ever week by developing teachers and teaching assistants to deliver lessons through whole school INSET and improve our resources for this using REAL PE scheme and Jasmine online PE lesson and assessment portal.</p> <p>Lunchtime fitness sessions 15 mins a day led by qualified sports coaches to lead multi sports sessions for all children across the school.</p> <p>Parents are supported by being encouraged to send in pictures of children being active during the school holidays- in line with Active Travel Months (October and March)</p> <p>Virtual Intra School Competitions are introduced to be completed in</p>	<p>Funding allocated: £1,795 plus VAT.</p> <p>£750 (Autumn Term only 2020)</p> <p>A Local Authority incentive- FREE</p> <p>Membership to SLSSP partnership Gold Package</p>	<p>Teachers more confident in delivering PE lessons to their own classes after receiving the training.</p> <p>More children, especially girls have joined after school clubs.</p> <p>More parents are developing an active lifestyle.</p> <p>Young sporting ambassadors become more positive role models for their peers and others set up their own activities during play times.</p> <p>Children walk/cycle to school more than normal as part of the Active Travel month incentives.</p> <p>More children are being</p>	Sustainability and suggested next steps:

	<p>our out of school following restrictions on COVID.</p> <p>PE Leader and Sporting Ambassadors to organise activities within school during breaktimes, lunch times and after school.</p> <p>Develop an activity passport to to encourage a culture of activity.</p> <p>Make use of bikes and road signs in FS outdoor area to encourage active travel to school and road safety awareness.</p> <p>Develop Fitness during playtimes in playground e.g. fruity fitness aerobics with free fruit</p> <p>Introduce Forest School sessions for all year groups across the school. 1x afternoon/morning a week= 2 hours of outdoor activities led by qualified instructors.</p>	<p>£2600</p> <p>Sports Ambassador training 2/11/20 part of the Gold SLSSP membership</p> <p>FREE</p> <p>£500 (matched funded with Local Authority)</p> <p>FREE</p> <p>£5000 for equipment and wet suits.</p> <p>£5000 to offset wages for Forest School Instructor</p>	<p>physically active in school time by undertaking simple classroom/playground activities that are simple to implement.</p>	
<p>To increase involvement in formal/competitive sports.</p>				

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	As above
To promote healthy lifestyle choices and provide the children with self-esteem, confidence and self-belief in line with Health and Wellbeing agenda.	Using R2R characteristics in the classroom and developing Children Wellbeing Ambassadors to promote a healthy digital wellbeing and positive mental health through a range of activities and events across the academic year. Use of Forest Schools approach and active learning throughout the curriculum to ensure children improve their attitudes to learning and increase their lesson focus and motivation as they learn actively.	Sports partnership SLSSP Gold Package £2600 As above	Children enjoy being outside learning and the investment in the Forest School approach allows children to develop new active skills for a more positive mental health and wellbeing. Pupils grow in confidence using learning characteristics like initiative to actively engage in learning and take on new skills.	
To promote Physical Literacy across the school by using a PE scheme that is inclusive to all. Teachers assess developmental milestones for physical literacy and adapt their PE lessons to allow the fundamental skills to be enhanced. Progression of fundamental skills is taught across all age ranges.	Use of REAL PE/Games/Dance to support physical literacy. Provision is developmental in key focuses- creativity, social, health and fitness, cognitive, personal development and physical development and children are taught PE through a progressive programme.	As above for the REAL PE scheme.	Children are assessed against the fundamental skills for their year group and are tracked every half term and re assessed for progression. Teachers are more aware of the developmental milestones children are achieving. SEND pupils make great gains as a result of their participation in PE lessons. PE data shows a significant proportion of children progress in fine and gross motor skills like writing through inclusive games like Bog Moves.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£495
Increase teacher confidence in delivering high quality PE lessons across the school.	<p>Whole School CPD on REAL PE scheme and PE Lead so that staff gain knowledge and feel more confident to deliver PE lessons from use of a specialist.</p> <p>A more consistent approach to PE across a range of activities utilising games, dance and gym.</p> <p>PE Lead to support teachers on a 1-2-1 basis in school focusing on assessment with their own pupils.</p>	<p>REAL PE scheme £1795</p> <p>Plus £495 for PE Leader training.</p>	<p>An improved physical development of all children and staff gain knowledge and confidence to deliver PE.</p> <p>Profile of PE has increased and an 'I can do it' culture is embedded across the school.</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
To embed Wellbeing Ambassadors in school ensuring they promote healthy digital wellbeing and a positive mental health through engaging with pupils and parents.	<p>Appoint Wellbeing ambassadors from Year 5 and 6 to develop as wellbeing role models and promote positive mental health in school.</p> <p>Provide Wellbeing training to develop leadership as a wellbeing ambassador.</p>	SLSSP package Gold (as before)	Relatable role models provide direction and activities that ensure children in school are actively thinking about their own safety online and have a positive mental image about themselves and their lives.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>To ensure every pupil, by the time they reach Year 6, had represented the school in a sporting activity.</p> <p>Increase the number of pupils engaged in personal challenges.</p>	<p>Attend more festivals and competitions for our district and locality ensuring all pupils represent the school.</p> <p>After school clubs on offer represent the competition calendar and are led by trained staff or coaches.</p> <p>Take pupils to events to help them thrive and being inclusive.</p> <p>Provide new equipment and resources that are needed for competitive sports</p>	<p>SLSSP Gold Package (see above)</p> <p>£1500</p>	<p>Celebrate the participation and achievements within the school following competitions and events.</p> <p>Pupils develop new skills and interests through experiencing new activities.</p> <p>Events have been used to ensure pupils know they must behave according to our school's Golden Rules and Keys to Success.</p>	

Signed off by	
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Date:	OCTOBER 2020
Subject Leader:	KELLIE KIRBY
Date:	14 TH OCTOBER 2020
Governor:	
Date:	