

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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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>The 2019-20 year has seen a real focus being put on promoting sport throughout the school, creating a consistent approach to PE teaching throughout the school. Staff from both KS1 and KS2 have a good relationship with external staff and have been able to use PE hub to good effect.</p> <p>The Sports Leaders have worked hard this year to develop groups and activities for children throughout the school, resulting in school performances.</p> <p>Building on targets from this year, monitoring of participation has been much more consistent and has been put in use by all teachers, monitored by PE Subject Leader. There has also been a school-wide effort to find a consistent way to assess and monitor progress and attainment in PE lessons.</p> <p>Excellent success in external competitions, with many children qualifying for pathway events and the cancelled Devon Winter Games.</p>	<p>Implement and monitor assessment next year, as Covid-19 stopped the full rolling out of ideas.</p> <p>Continue to promote CPD opportunities and find opportunities for those receiving specific CPD to pass learning onto other staff.</p> <p>Raise the profile of Sports Leaders and their responsibilities across the school.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	91%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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, but we were looking into this in the summer term had Covid-19 not happened.

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: £17,800		Date Updated: 28/07/2020	
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:
					27%
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:
<ul style="list-style-type: none"> To ensure that Sports leaders provide valuable lunch and break time activities. 	<ul style="list-style-type: none"> Prospective sports leaders to hand in written application showing suitability for role. Allocated specific time and equipment for activities. PE leader to meet with Sports leaders at least once a term to discuss progress and timetable activities. Sports leaders to set up inter-house tournaments. 		£4,870 for Ottery Sports Partnership	<ul style="list-style-type: none"> Sports leaders attended two training sessions at King's school and returned with activities to put into practice, particularly with younger children. Differentiated sports activities for all year groups at lunchtime and break time run by sports leaders. A break time dance club run by sports leaders resulted in an assembly performance to whole school. Plans for inter-house tournaments in Table tennis and football were in place for summer term, but cancelled due to Covid-19. 	<ul style="list-style-type: none"> To improve the recording of attendance and planning within the sports leaders.

<ul style="list-style-type: none"> To use external professionals in order to promote wider opportunities for children of all ages to develop skills. 	<ul style="list-style-type: none"> Work closely with coaches who have worked in school before to ensure there are opportunities for all. To provide after school clubs to promote further physical activity. 		<ul style="list-style-type: none"> After school clubs from external coaches such as sporty stars and Alex Clements have had a strong uptake, with 36 different pupils across all year groups from 1-6 participating in after school clubs. Alex Clements would have taken on more clubs in the summer term, such as cricket. Clubs open to, and appropriate for, all year groups and offer a variety of sports and skills. 	<ul style="list-style-type: none"> Further promote after school clubs to those children who don't normally participate in sporting activities.
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>n/a</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> To record the participation of sport across the school and encourage each teacher to track their own class. 	<ul style="list-style-type: none"> Create a spreadsheet tracking different events, festivals and tournaments across the school. Hold a staff meeting informing the staff of the input required of them. 	<p>N/A</p>	<ul style="list-style-type: none"> All staff have become more accountable for the participation in their class. Evidence for SENCO to show how SEN and Pupil Premium children are partaking in television. 	<ul style="list-style-type: none"> To use this evidence to highlight areas where SEN and Pupil Premium children are accessing sport. The spreadsheet is easily editable for future classes.
<ul style="list-style-type: none"> Continued participation within 	<ul style="list-style-type: none"> Participation in King's school 	<p>Ottery</p>	<ul style="list-style-type: none"> A secondary school sports co- 	<ul style="list-style-type: none"> To use the Ottery

<p>the Ottery St. Mary Learning Community Sports Partnership, leading to increased participation in events, particularly outside of school.</p> <ul style="list-style-type: none"> West Hill PE subject Leader will continue to attend Sports Partnership cluster meetings. 	<p>events that promote participation in different events for all pupils.</p> <ul style="list-style-type: none"> Opportunity for pupils who wouldn't normally participate in sporting activities. All event news and timetables disseminated to West Hill staff to support full coverage of activities. Use of School newsletter and e-mail network to promote Cluster events including clubs and lockdown activities. 	<p>Partnership (see above)</p>	<p>ordinator is contracted to work 2 days per week on behalf of all OSM Sports Partnership schools to run and develop the Sports' Partnership's calendar of sporting events and promote inter-school competitions.</p> <ul style="list-style-type: none"> Pupils participated in 'Ability games' for Pupil Premium, SEN and otherwise less sporty children. Success at Partnership events is celebrated in whole school assemblies. PE subject leader is up to date with new procedures and events that are taking place. PE Subject Leader receives data from Kings' showing increasing attendance at clubs and festivals. 	<p>Partnership calendar at the start of the year to show staff the sporting opportunities across the year to further improve participation.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				29%
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:
<ul style="list-style-type: none"> To improve CPD opportunities for all staff, through delivery from external coaches and Ottery Partnership. 	<ul style="list-style-type: none"> Liaise with external coaches to ensure they discuss CPD with teachers. Use discussions with staff and questionnaire to target CPD opportunities. 	£4,472 on external coaches for dance, multi sports and cricket.	<ul style="list-style-type: none"> All staff have had the opportunity to work alongside Katie Murray and/or Chris Webster to observe high quality lessons and lesson sequences in sports, dance and focussed skills. Questionnaires were sent out and completed by all staff, asking them to analyse their confidence in teaching PE and any areas for development. Through the Ottery Partnership, teachers in Years 2,3,5 and 6 were able to work alongside Tracey Moran to work on specific skills in gymnastics and team sports. Reception were able to work with Tracy Moran for orienteering. PE hub renewed and all staff given log in details and told to use it as the structure for their planning. Discussions were had around 	<ul style="list-style-type: none"> With no Covid -19 impact, we would be able to utilise more opportunities for CPD such as with Alex Clements for cricket and athletics with Tracy Moran. Teachers kept in same classes for 2020/2021 academic year, so can apply skills next year. PE hub subscription is till next May, so is available for planning next year.

<ul style="list-style-type: none"> Provide appropriate programming for staff planning and lesson sequencing, including assessment. 	<ul style="list-style-type: none"> Staff should be familiar with, and confident using, PE hub. Renew PE hub subscription. Hold staff meetings to discuss assessment practices and finding consistent structure for assessment throughout the school. 	£420 for PE Hub subscription	<p>assessment and we shared ideas and practice.</p> <ul style="list-style-type: none"> Plans were in place to try out a school-wide assessment in the summer term, but this was not possible. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
n/a

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:
<ul style="list-style-type: none"> Encourage all pupils to take an active part in a variety of sports. Use long term planning to ensure a range of sports is covered throughout the curriculum and a clear progression of skills is seen throughout. 	<ul style="list-style-type: none"> Opportunities to be provided for all pupils to take part in sport. Use participation spreadsheet to monitor any gaps in participation. Sports Leader to monitor long term planning in order to ensure even coverage. 	Ottery Partnership (See above)	<ul style="list-style-type: none"> 12 pupils went to ability games; sport for those children less likely to actively participate in sport. Every pupil in 3,4 and 6 have participated in external sport this year, with planned activities for 1,2 and 3 in summer term that would have happened without Covid. Sports Leader has used calendar from Kings as well as long term planning from teachers to monitor coverage. 	<ul style="list-style-type: none"> Progression of skills will be able to be used for next few years and help inform future planning. Plan in collapsed curriculum days, which were not possible due to Covid-19.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
<ul style="list-style-type: none"> Increase participation for all pupils. 	<ul style="list-style-type: none"> Provide inter house tournaments to provide all pupils an opportunity of taking part in competitive sports. Maintain links with local schools for team sport friendlies. 	£460 for transport to competitions.	<ul style="list-style-type: none"> Sports leaders had planned inter house tournaments in ping-pong and football for summer term, but not possible. Friendly matches in Hockey and Football for years 4 and 6. All pupils in 3,4 and 6 took part in at least 1 festival. Festivals for years 1,2 and 5 planned but cancelled in summer term. 2 teams of 6 qualified for cancelled Devon Winter Games events. 	<ul style="list-style-type: none"> More focus needs to be put on timetabling inter-house competitions throughout the year in different sports. Record of participation implemented this year and can provide information for future years.

Signed off by	
Head Teacher:	<i>Choulton</i>
Date:	06/08/20
Subject Leader:	Jonathan Sapwell
Date:	28/07/2020
Governor:	

Date:	
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