

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



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](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 in cprevious 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 2020:	Areas for further improvement and baseline evidence of need:
<p>Pupil survey informed that 94% of children agree or strongly agree that they enjoy taking part in exercise and sports.</p> <p>Pupil voice survey confirmed that children understand the health benefits of sport and exercise.</p> <p>Prior to COVID, the percentage of children completing the Daily Mile challenge had increased from 44% to 60%.</p> <p>Increase in lunchtime and after school clubs offered to children from 5 in Autumn Term to 8 in Spring Term.</p> <p>Links with Ipswich School gave opportunities for participation in Tag Rugby and Hockey Festivals.</p> <p>Training to put active dance sessions on the Anomoly TV screen increased lunchtime activity.</p> <p>All year groups experienced Forest Schools at least once and visited Shrubs Farm to broaden their adventurous opportunities.</p> <p>Links to Suffolk cricket and  Sudbury Hockey Club have been initiated.</p>	<p>Select Team Sports Captains to manage and run inter-house competitions from Autumn Term 2020.</p> <p>Extend opportunities for children to take part in competitive team games and against other schools.</p> <p>Develop closer links with other local schools to develop competition and to share knowledge and skills.</p> <p>Develop closer links with TGS Sports Department and liaise to create further opportunities for children to participate in competition, experience a wider range of sports and link KS2 and KS3 curriculum.</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><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.</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	100%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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: 2020/21		Total fund allocated: £17,660		Date Updated: August 2020	
<p><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</p>					Percentage of total allocation:
					%
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:
Increase number of pupils voluntarily taking part in physical activity at lunch and break times, targeting Pupil Premium children in particular.	Continued lease of field to provide safe and secure area for children to play.	£1819 rental/maintenance	Increased numbers attending clubs.	Further increase clubs available in coordination with Active Suffolk, One Life Health Walks training and club.	
	Provide a wide range of equipment for children to use on the field.	£500		Look into Balanceability club for KS1.	
	Increased variety of after-school and lunchtime clubs.			Speak to local sports clubs and ask them to provide training, assembly visits/taster sessions to give children wider experience of sports and inform of local providers.	
				Pedal bikes to be borrowed from Active Suffolk to be used in classroom where most children did not achieve 4 minute challenge.	

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	
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:
<p>Ensure children and parents are aware of the wide range of opportunities to take part in sporting events to raiser profile of PE and school sport.</p> <p>Share Health and Fitness messages with pupils and parents in a non-threatening manner.</p> <p>Engage children’s interest in sport and encourage them to participate in own games at lunchtime.</p>	<p>Sports events entered and sporting opportunities available are published in newsletters, on Seesaw, information board outside school and on the Anomaly.</p> <p>Anomaly TV screen shows dance routines at lunchtimes. Also carries health messages to parents and is used to celebrate children’s sporting successes.</p>	£3,286	<p>Higher attendance at sports clubs.</p> <p>93% of pupils agree or strongly agree that they enjoy taking part in exercise and sports.</p> <p>94% agree or strongly agree that when they exercise they feel confident.</p>	<p>Continue to promote free swimming opportunities at Kingfisher pools.</p> <p>Liaise with Kingfisher to implement additional swimming opportunities for Pupil Premium children and non-swimmers. (post-COVID)</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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 secure high quality PE provision for all pupils through continued monitoring and evaluation of PE.	<p>Progression of skills have been developed and are on OneDrive for staff. These are also linked to school core values.</p> <p>REAL PE training booked for September (cancelled due to COVID)</p> <p>PE lead attended Active Suffolk PE leaders conference in October 2019.</p>	£595	Teachers when surveyed showed a lack of confidence in teaching PE. Sports where coaches had come in and demonstrated skills were the sports where teachers said they were most confident.	<p>Data collected of teachers confidence collected – compare with data collected next year following training.</p> <p>Ensure, following training, that staff are using REAL PE efficiently through observation and monitoring.</p> <p>Speak to local sports clubs and try to access local/specialist knowledge – AFC Sudbury, Bee Netball training.</p> <p>Ensure staff are aware of resources available on Active Schools Google Drive.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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	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:

consolidate through practice:				
<p>Additional achievements: To increase pupils experience of outdoor and adventurous activities.</p> <p>To encourage children to develop risk assessment skills when engaged in physical activity both inside and outside school.</p>	<p>Develop Forest Schools provision- each year group had at least one half term of activities.</p> <p>Used facilities at Shrubs Farm to broaden experiences and activities.</p> <p>Residential offered to Year six pupils.</p> <p>Year 5 and 6 children to participate in Wells Hall Active Week, trying new sports and opening up local opportunities available (cancelled due to COVID)</p>	<p>Transport Active Week - £600</p>	<p>Children are enthusiastic about their experiences and articulate risks and challenges overcome.</p> <p>Wider range of activities available and timetabled.</p>	<p>Staff training.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 offer a greater percentage of pupils the opportunity to participate in competitive sporting events.	PE lead met with and liased with new SGO and Active Suffolk representative.  PE lead contacted local schools to gauge interest in further competition.  Support given to transport and supervise pupils.	£1500 transport and supervision.	COVID, new PE lead and new SGO meant target not met. However, many children were taken to sporting competitions and articulated their enjoyment and demonstrated our core values well.  Inter-house competition due to start Summer 2020 – COVID.	Active Suffolk to contact local schools to look at potential VSG within clusters in the Autumn.  PE lead to liaise with PE lead at TGS to create more opportunities.  Ensure setting up of Inter-house competition in Autumn Term, even if virtually.

Signed off by	
Head Teacher:	Ruth Slater
Date:	July 2020
Subject Leader:	Sarah Fairley
Date:	July 2020
Governor:	Tim Fairbairn
Date:	