

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:
Platinum award achieved in 2018-2019.	Engagement in clubs to improve participation and numbers.

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.	27%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	23%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	9%
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?	This was planned but due to Covid19 lockdown and the closure of schools this did not take place.

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: £18,336		Date Updated: 23.6.20	
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:
					%
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?:
To be able to challenge all pupils through targeted teaching. To be able to differentiate children into House teams for inter-school sport.		New bibs purchased to raise the identity of individuals working in differentiated teams.		£230.00	Children understand the importance of teams and teamwork. Staff can identify individual pupils easily for assessment purposes. The ability to teach focussed groups has been increased and so the rates of progression within topics has also increased. Challenging the more able students and supporting those who need a little extra support within lessons has also improved as children are easily identifiable.
					Sustainability and suggested next steps: Continue to use bibs to identify pupils, support with assessment and reinforce team work.

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	61.02%
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 ensure that PE lessons and clubs can take place all year round.	Staff to use the Fitter Future programme when teaching indoors (wet weather games lessons). Website shared with staff (INSET).	£500	The use of the Fitter Futures online programme has enabled our school to be able to deliver P.E lessons and short bursts of physical activity throughout the week without being interrupted by the weather. The programme is extremely engaging and enjoyable for the students and promotes leading a healthy active lifestyle. Additionally, the programme is also a good opportunity for staff CPD – the instructor / coaches on the programme are P.E specialists and so our school staff can learn and then adapt their own lessons – implementing ideas which they have seen work first-hand.	PE staff to monitor lessons, feedback from teachers and pupils (pupil voice meetings), set class and individual targets.
	Install artificial grass onto upper playground.	£10,685.00	The purchase of artificial grass will allow more students to participate in sports clubs during the school day. This will be evident before school, break times and lunch too. It will allow	Increase in amount and variety of clubs offered on the upper playground. Increase in participation.

		<p>better quality coaching to take place – the space will allow more organised sessions, better use of equipment and then more learning to be present thus raising the profile of sport and physical activity and also raising the ability of our children.</p> <p>The space will be used for clubs which will be run and organised by members of staff, this space will also be used by our junior sports leaders. As a consequence this will enhance the children’s leadership and sportsmanship skills.</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:
				%
Intent	Implementation		Impact	30.1%
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 support staff to ensure the quality of teaching in games lessons are good or better.	WAJ staff to work with Active Luton staff for support in delivering high quality games lessons.	£4125	<p>The quality of P.E lessons has improved. The confidence of teachers and their ability to deliver fun, engaging and challenging lessons has also improved.</p> <p>The Active Luton team model best practice, observe sessions, team – teach and evaluate plans. This process allows identified staff members to become more proficient at delivering high quality P.E. lessons. Team – teaching enhances the teacher’s ability to use effective questioning and modelling whilst being supported closely by an experienced P.E practitioner. The STEP model adopted by the Active Luton team really does assist staff members – particularly in terms of the equipment and space being used within lessons. The subject knowledge of staff being coached has vastly improved –</p>	PO to monitor lessons and talk to staff about needs. Support given to teachers as appropriate.

<p>To increase knowledge and understanding of PE TA by attending the Level 5 teaching course.</p>	<p>PE TA to attend training throughout the year and support identified staff.</p>	<p>£1199.00</p>	<p>this then allows lessons to be more flexible and staff to use better questioning thus stretch and challenge all involved.</p> <p>More staff benefit from modelling, advice and guidance from the PE TA. Improvements to delivery of lessons seen, and staff confidence increased. The P.E TA has increased awareness of how to question and support all students. He has also implemented the use of physical resources such as – mini-whiteboards and images to enhance the children’s ability to understand and learn at a quicker rate.</p>	<p>PE TA to assist in the delivery of games with identified teachers.</p>
<p>To ensure the equipment pupils use is safe.</p>	<p>Sports Safe annual equipment check</p>	<p>£200</p>	<p>All equipment is safe and the staff and pupils are confident in using it.</p>	<p>Maintenance will ensure that all equipment is safe and can be used effectively throughout the year. It is imperative that the gymnasium equipment (indoor and outdoor) is comprehensively checked so that it is in good working order and safe for our children to use.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	<p>6.2%</p>
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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>Additional achievements: To offer a broader range of activities to more pupils.</p> <p>After school football for all year groups.</p>	<p>To increase the numbers of pupils attending clubs and to increase their ability level so they are ready for inter-school competitions</p>	<p>£480</p> <p>£682</p>	<p>The sports clubs have been well attended and are embedded into life at William Austin Junior School. Class teachers and the PE team identify students who will benefit from the clubs and offer a place to them. All students from across the school have access to the clubs. The students who do attend, improve their love of school, up-level their skill in sport, enhance their well-being, gain valuable leadership and sportsmanship skills and also have an opportunity to participate in competitive sport and then ultimately represent their school. All children who attend clubs are given extra information about local clubs so that they continue playing outside of school .</p> <p>These children have also begun to make the links between performing well and having a healthy diet. Children are aware (due to the coaching) of what foods and fluids are vitally important for professional athletes. These links are pursued</p>	<p>Continue to offer football to all years and both boys and girls.</p> <p>Pupils attending cheerleading club to enable them to take part in competitions.</p>

<p>Cheerleading teacher.</p>			<p>closely throughout PHSE. This club has really engaged a different group of children. Children who would not normally participate in the 'traditional sports' of e.g. netball, football and cricket. It has enthused all who have participated and allowed the link between sport and 'The Arts' to be made too. This club leads the children into competing in a town wide competition and so gives the children the opportunity to represent the school at a sport. It therefore allows the students to experience something new, learn new skills and importantly it promotes staying fit and active.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	1.4%
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 increase the numbers of pupils attending sports clubs and fixtures. To join in with more competition across the town.	Attend more town competitions, tournaments and sports fixtures. Using the coaches to support clubs for pupils. Affiliation to competitions.	£255	Using external coaches has enabled more pupils to experience a greater range of extra-curricular clubs. This has also increased the profile of the school across the town by being able to attend more fixtures and tournaments. Having a greater number of staff involved in the delivery of extra-curricular sport has also allowed more and more children to be aware of the importance of staying fit and active. It has also allowed these children to improve their skill levels in the sports being coached. Pupils report back to school community (newsletter, assemblies, school council). This raises the profile of the sport and physical activity within our school. It also allows children to experience new things via sport and P.E.	Evaluate clubs in terms of attendance and quality. Continue to affiliate with Active Luton and other partners to ensure our pupils can enter a variety of sports at the town and county level.

Signed off by	
Head Teacher:	<i>Jordan</i>
Date:	14.7.20
Subject Leader:	Paul Osborne
Date:	14.7.20
Governor:	
Date:	