



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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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](#) 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>2016/2017 - Competition sports kit / tracksuit available and used for all sports.</p> <p>2017/2018 - Increased competitions entered and therefore % of pupils representing school. Developed PE department and improved resources to offer High Quality PE with a variety of experiences. Add extra provision for Year 6 swimming.</p> <p>2018/2019 - OAA area to develop variety in PE. Focus on skills and core strength e.g. –Rock climbing and scrambling. Big focus for this to be used in OAA lessons. Increase pupil’s daily activity time through break and lunch opportunities.</p>	<p>Increase physical activity and enjoyment of physical activity away from PE lessons (before school, break times and after school)</p> <p>Develop Intra-School competitions to increased pupil participation in physical activity.</p> <p>Raise the profile of school sport and competitions as well as introducing opportunities in new sports and activities.</p> <p><i>Due to the Covid-19 pandemic, there is a remaining £5,047.59 of 2019/2020 Sport Premium funding remaining to be spent by March 2021.</i></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>	%
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?	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: £19,324.56		Date Updated: 31 st July 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:
					0.5%
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?:
Increase physical activity opportunities away from PE lessons.		Before School Clubs (8am-8:30am) Skipping for fun, Skipping challenges. Skipping ropes with skip counters. Morning Mile / Endurance running. Resources for recording and monitoring pupils' participation.		£94.85	In the Spring term, before school skipping and running clubs were attended by 34% & 31% of pupils respectively. The clubs were led with the support of pupils and weekly rewards gave pupils recognition for their achievements. Pupils enjoy the variety in morning exercise.
					Sustainability and suggested next steps:
					With the popularity of the skipping club, more skipping ropes are needed. The clubs will continue into the next academic year with a similar set up and an aim of 50% of pupils attending at least one of the clubs. Next steps: Additional clubs including Boxercise and Outdoor Gym will be introduced. <i>Active Lunchtimes</i> to be introduced with increased equipment for Midday Supervisors and/or Young Leaders to lead activities.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					0.4%
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:
Intra-school House competitions together with whole school celebration.	Rewards and prizes for individuals and Houses (House Trophy, certificates, star badges) Whistles for leaders to officiate.	£79.93	Weekly House competitions introduced in the Spring Term with 37% of pupils participating in at least one competition during this term alone. Pupils enjoyed the competitions and look forward to them. They are easily organised and completed during lunch times.	With rewards and a weekly time allocated for the competitions, they shall continue into next academic year. The aim will be for 100% of pupils to participate in at least one Intra-school competition next academic year. Next steps: Development of Young Sports Leaders to support with organisation and leading of competitions. Expand competitions into after-school events so that pupils can participate for longer.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1.2%
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:
Develop subject knowledge and understanding to support delivery of high-quality Dance lessons.	Dance CPD course to be completed by Teacher of Physical Education in January 2020.	£225.00	Course completed by member of staff with additional planning and assessment resources gained. The course gave the member of staff the confidence to deliver Dance lessons in the Spring Term to pupils in Key Stage 2.	With the course materials and confidence gained, the member of staff will continue to deliver Dance lessons in the future. Next steps will be to organise observations of Dance lessons to provide member of staff feedback on the quality of teaching and learning (2021)
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				71.2%
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 increase the breadth of sports and activities by increasing the resources available to pupils during extra-curricular clubs and at break/lunch times (Outdoor Gym Equipment; Outdoor & Adventurous Activities; Volleyball; Boxercise; Slackline)	Installation of Outdoor Gym Equipment (8 stations for up to 15 users) as well as rubber mulch grounding. Rope for nightline activities; Compasses, punches and punch cards for orienteering activities; Poles as running markers. 20 x Indoor balls suitable for KS2. Boxercise equipment for	£13,288.67	Equipment installation in August 2020 in preparation for next academic year. Increased experiences for all pupils in OAA lessons in Spring Term. All pupils actively involved in a new activity (volleyball) in PE lessons in Spring Term. Due to Covid-19, Boxercise club delayed until 2020/21. Due to	Outdoor Gym Equipment has a long-term guarantee with annual maintenance checks organised. The grounding around the area will allow for this equipment to be used all-year round in PE lessons and at break/lunch times. Resources utilised in extra-curricular clubs with introduction

Repairs and Maintenance	<p>up to 30 pupils to use at one time. Slackline resource to be accessed during lunchtimes in the Summer Term.</p> <p>Maintenance and repairs made to existing outdoor basketball hoops accessible during break times. Inspection on existing outdoor play equipment.</p>	£483.53	<p>Covid-19, installation of Slackline delayed until 2020/21.</p> <p>Basketball hoops popular at break and lunch times on MUGA. Outdoor play area enjoyed on a daily basis by pupils in all year groups at break and lunch times.</p>	<p>of Boxercise delayed until next year. Next Steps: to plan scheduled clubs for pupils to use the outdoor gym equipment and monitoring / recording of pupil progress and achievements. Resources and equipment will continue to be utilised by pupils in sports clubs.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.5%
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:
Raise the profile of competitive sport within the school	Improvements made to team kit (20x T-Shirts with school logo and name printed). Development of notice board to promote competitions as well as publishing team photos on a 'wall of fame'. Celebration of achievements and participation in school sport competition.	£104.99	Pupils proud to wear Orchard Team Kit with a sense of team collectiveness achieved. Notice board clear for pupils to see upcoming events and information on events. This will be further developed next year. Weekly assembly slots allowed for all pupils involved in school sport to be recognised and rewards given to pupils.	Team kit purchased will continue to be used in the future. Next steps: Develop more team kits to raise profile of school sport. Increased competition opportunities for our prospective pupils from our feeder schools. Increase the profile of school sport at a younger age so the pupils have 'Sporting bug' before they join Orchard. To do this we need to consider costings for transport, rewards and celebration of events organised. As well as this, consideration to how we support pupils to be Young Leaders in events (training).

Signed off by	
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Date:	31 st July 2020
Subject Leader:	Jake Saville
Date:	31 st July 2020

Governor:	Irfan Mohamed
Date:	31 st July 2020