



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>Platinum Games Mark award retained. Active Schools Gold status achieved. NSA have entered 12 cluster and school games competitions/events, up until the closure of schools. Every year group has taken part in a competition/event. 2 hours of timetabled PE for all classes. All year groups have experienced the expertise of coaches e.g. football, yoga, judo and street dance in order to provide high quality teaching for pupils. PE Lead, Sports Coach and Farringdon CA staff have worked with and trained Play Leaders. Sports Leaders promote active play at break times through facilitating sports, games and activities. Support staff have attended training involving the teaching playtime games and outdoor adventurous activities. Staff have accessed CPD through Webinars delivered by the FA. An annual sports day was planned but was however cancelled due to school closure. Various free after school sports places have been offered to all groups of children. Successful links have been created and maintained with local sports clubs and coaches. Ongoing CPD opportunities throughout the year, specifically using AP Sports Coach to support lessons and develop staff skills Key Performance Indicators used by staff and Sports Coach to assess and track pupils. Subscription to Walk to School initiative continued, promoting healthy lifestyles whilst reducing our carbon footprint.</p>	<p>PE Lead/External Agencies to provide CPD to whole staff. Sports Coach staff to use different Team Teaching models within lessons to deliver highly effective PE lessons. Continue to enhance the opportunities for our less active and other targeted groups. Continue to enable every year group to have the expertise of a coach Provide opportunities for non-traditional sports and inspirational sessions for all. Set up an annual 'Trust Games' event between Extol Trust schools.</p>

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.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

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: £16,950		Date Updated: May 2020	
<p>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</p>					Percentage of total allocation: 14.03%
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>Children to engage in more physical activity during break times and dinnertimes.</p> <p>Development of skills, abilities, fine motor and gross motor.</p> <p>Sports Leaders running games and activities.</p> <p>Increased opportunities for Sports Leaders to lead games and sports.</p> <p>Increased participation in PE lessons.</p> <p>Increase opportunities for physical activity during maths, literacy and phonics lessons.</p>	<p>Sports cupboard organised into PE equipment. Outdoor equipment moved outside into the outdoor storage.</p> <p>New equipment stored outside in the outdoor storage.</p> <p>Sports Leaders training.</p> <p>Spare PE kits bought for children to use.</p> <p>Purchase and set up 'GrabNGo' kits for outdoor learning/physical activity during maths, literacy and phonics lessons.</p>	<p>Playground/Sports Equipment</p> <ul style="list-style-type: none"> - Skipping ropes - Balls/Ball bags - Hula hoops -Sports goals -Balance cushions -Balance bikes -Parachutes <p>£1714.37</p> <p>PE Kits</p> <p>£39.92</p> <p>'GrabNGo' Maths, Literacy and phonics kits</p> <ul style="list-style-type: none"> - Resources for physical maths and literacy lessons <p>£2766.78</p> <p>Total</p> <p>£4521.07</p>	<p>Sports Leaders running games and activities on the yard.</p> <p>Demonstrating techniques, explaining game rules, facilitating play and engaging pupils in physical activity.</p> <p>Sports leaders developing their confidence, leadership skills and love for sport.</p> <p>Higher participation of pupils in PE due to availability of PE kits.</p>	<p>Sports Leaders hoodies/tracksuits to develop the profile. Additional sports Leaders training.</p> <p>Use of equipment to set up a daily challenge 'E.g. Daily Mile'.</p> <p>Introduce a new daily workout plan for classes (GoNoodle, JustDance, CosmicYoga videos inbetween lessons).</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3.84%
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:
Influence positive, health-minded choices Promote the profile of PESSPA Develop links with EveryoneActive to help raise the profile of sport	Each class set up with Living Streets, recording daily how children travel to school. Teachers influencing choices by promoting active lifestyles whilst reducing our carbon footprint. Children earning badges/stickers through walking/cycling/scooting to school. Purchase sports awards and continue weekly sports awards during #WeAre assembly Provide free swimming vouchers to weekly sports award winners of KS1.	Walk To School Initiative (LivingStreets) -Badges £299 Sports awards £352.75 Swimming vouchers £0 Total £651.75	Children opting to walk, cycle and scoot to school instead of using transport. Children also having an awareness of reducing their carbon footprint and the physical benefits of becoming more active. Increased amount of active time by walking to school, or parking further away from school (shortening the car journey and increasing the walk to school). Increased motivation to succeed in PE and sport through awards. Success, determination and effort is recognised and celebrated. Increased visits to local swimming centre.	Consider ways to store more bikes and scooters safely and securely on school premises.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				34.68%
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:
Professional departing skills and knowledge of delivering a PE curriculum NSA to select and use PE resources to help meet LOs Maintain high standards of pupil performance Increase skills and knowledge of NSA staff Raise profile of PESSPA across school Provide more opportunities for sport PE Lead to attend CPD from SLA	Coach supporting the planning and delivery of PE lessons across each year group. Coach to lead PE sessions, with staff participating and 'team teaching' with coach. Coach and staff assessing children against KPIs termly. Coach to deliver multiple sports clubs over the year. All staff to receive BoogieBounce CPD	AP Coaching £5834.50 Adult tracksuit £44.99 SLA CPD £0 -BoogieBounce CPD £0 -Orienteering CPD £0 Total £5879.49	PE lessons follow the national curriculum and the curriculum NSA provide is continuing to develop its progression. Collectively, staff feel confident delivering PE. 88% of children are working at Ex or above in PE.	Identify and maximise opportunities for cross-curricular learning PE Lead to deliver CPD to NSA Staff Complete BoogieBounce CPD Daily use BoogieBounce resources

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8.32%
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>Additional achievements:</p> <p>Develop wider interest in sports, games and activities by offering a wider range.</p> <p>Reach out to children who are not engaging in sports and games.</p> <p>Encourage pupils to find and develop new interests linked to sport.</p> <p>Ensure children gain expertise and skills from a qualified coach.</p> <p>Improve and increase the quality and quantity of resources for afterschool clubs.</p>	<p>Conduct an audit of equipment, sports and games that children would like to see on the school yard.</p> <p>Sports Coach to lead games on the yard and ensure Sports Leaders are fulfilling their roles.</p> <p>Train and deploy Sports Leaders to;</p> <ul style="list-style-type: none"> -Organise equipment -Set-up games and activities -Encourage pupils to use equipment and join in games -Lead games and activities -Demonstrate skills and share their knowledge of game rules, tactics and techniques. 	<p>Sports equipment</p> <ul style="list-style-type: none"> -Blindfolds -Badminton kit -60m Rope -Dance equipment <p>£637.82</p> <p>Boogie Bounce</p> <ul style="list-style-type: none"> -Mini Trampolines - License fee & Music license fee <p>£773.10</p> <p>Total</p> <p>£1,410.92</p>	<p>Children engaging in more minutes of physical activity throughout the day.</p> <p>Children engaging in friendly or even competitive sports and games.</p> <p>Sports Leaders developing leadership skills and working collaboratively as part of a team.</p> <p>Children have more opportunities to practise skills and techniques, vastly improving their chances of reaching their sporting potentials.</p> <p>Less disruptive behaviours on the yard.</p> <p>Children developing new interests in sports games and active lifestyles.</p>	<p>Complete BoogieBounce CPD</p> <p>Daily use BoogieBounce resources</p> <p>Follow up with another audit to see how the outdoor areas can continue to be improved.</p> <p>Continue to purchase resources.</p> <p>Use outside agencies to lead clubs and provide more choice during dinnertimes and afterschool.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.83%
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>Provide more opportunities for competitive competitions.</p> <p>Raise the profile of girls playing competitive sport.</p> <p>Ensure 100% participation of children in competitive sports.</p> <p>Raise profile of Sports Day.</p>	<p>Opt into the SLA Sports Calendar.</p> <p>Enter all possible sporting events and competitions.</p> <p>Invite nearby schools for a 'mini-olympics' event to ensure 100% participation of children in competitive sports.</p> <p>Attempt a World Record during Sports Day.</p> <p>Raise profile of school sports teams with regular updates and announcements in assemblies; celebrating successes and participation in events.</p>	<p>Sporting events - Farringdon Community Academy SLA £0</p> <p>Transport £650</p> <p>Total £650</p>	<p>All possible SLA events attended.</p> <p>Mini-olympics day and Sports Day cancelled due to COVID19.</p> <p>Year 2 won Football Tournament.</p>	<p>Find and promote partnerships with external sports clubs for KS1 to participate in outside of school.</p> <p>Reorganise and reschedule Mini-olympics, Sports Day and world record attempt.</p> <p>Set up an annual 'Trust Games' event between Extol Trust schools.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Peter Harding

Date:	18/06/20
Governor:	
Date:	