

# 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](#) 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 **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><b>CONTINUED MEMBERSHIP OF OUR SPORTS PARTNERSHIP</b></p> <ul style="list-style-type: none"> <li>Increased staff knowledge and understanding through specialist PE coach/teacher and ongoing CPD through the partnership manager.</li> <li>Increased pupil participation in competitive activities, such as, 2 x <i>Dare to Believe</i> festivals (20 children), sports leader training (12 children), 2 x outdoor education challenge days at Moors Valley Country Park (14 children), 2 x Netball tournaments (8 children), <i>Stepping up for change</i> festival (6 children) <i>This is Me</i> festival (10 children)</li> <li>Increased range of opportunities. Employed specialist coaches and providers to extend our provision for after school clubs – including; handball ((15 children), netball (10 children), karate (16 children), cricket (Yr 1 and 2), dodgeball (8 children) and yoga (48 children)) <b>until February 2020</b></li> <li>The sharing of best practice in partnership meetings with the subject leader and all staff.</li> <li>Increased pupil awareness of opportunities available in the community</li> <li>Additional competitions and evens outside of the School Games offer</li> <li>Comprehensive CPD programme</li> <li>PE Conference <b>cancelled due to COVID</b></li> <li>Outdoor activity days</li> <li>Dance Festival <b>Cancelled due to COVID</b></li> <li>Christchurch Sports Awards <b>Cancelled due to COVID</b></li> <li>Youth Sport Trust Primary Membership</li> <li>Support with additional staff training.</li> <li>PE Hub membership</li> </ul> <p><b>PROVIDE A FULLY INCLUSIVE PE AND SCHOOL SPORT OFFER – IMPROVE TEACHER'S CONFIDENCE AND COMPETENCE IN A VARIETY OF SUBJECT AREAS</b></p> <ul style="list-style-type: none"> <li><del>Staff are given the opportunity to attend courses and workshops provided through the Christchurch Sports Partnership CPD Programme. Courses cancelled due to COVID</del></li> </ul> <p><b>INCREASE THE OPPORTUNITY FOR ALL CHILDREN TO PARTICIPATE IN EXTRA-</b></p>	<ul style="list-style-type: none"> <li>PE lead / specialist teacher to work in partnership with School Games Organiser to develop robust planning, structure and progression to PE delivery across school – embed the use of Total PE scheme / Twinkl resources</li> <li>Further develop lunchtime provision including the training of LSAs in engaging reluctant children</li> <li>Further enhance club links to local clubs</li> <li>Ensure staff CPD is fully embedded through classroom practice. Support this through planning and observations.</li> <li>Identify areas for improvement and CPD opportunities to address these.</li> <li>Continue to work with the School Sport Partnership and School Games Organiser.</li> <li>Identify children to attend events targeting the children with SEND, the least active and those lacking confidence and self-esteem.</li> <li>Finance Officer to work alongside School Games Organiser and PE co-ordinator to investigate funding streams and grants to develop outdoor space</li> <li>Continue to develop leadership programme and celebrate success in assembly and on PE noticeboard using the leadership awards.</li> <li><del>Support KS3 leadership through sports festival attendance and the provision of support for our own sports days (Sports Days cancelled due to COVID)</del></li> </ul>

**CURRICULAR ACTIVITIES, COMPETITIONS AND EVENTS, INCLUDING THE 'LEAST ACTIVE'**

- Employed specialist coaches and providers to extend our provision for after school clubs – including; *handball ((15 children), netball (10 children), karate (16 children), cricket (Yr 1 and 2), dodgeball (8 children) and yoga (48 children)*
- Attended events provided through the School Games and the Christchurch School Sport Partnership – including; *2 x Dare to Believe festivals (20 children), sports leader training (12 children), 2 x outdoor education challenge days at Moors Valley Country Park (14 children), 2 x Netball tournaments (8 children), Stepping up for change festival (6 children) This is Me festival (10 children)*

**DEVELOP A TEAM OF BRONZE AMBASSADORS / SPORTS LEADERS**

- Attended the Christchurch Primary Leadership Academy
- Used the Dorset Leadership Awards to support the development of pupils (48 year 6 children and 6 year 5 children)

As a school we contribute funding to sustain the Christchurch School Sport Partnership which provides the following opportunities:

- ~~Additional competitions and events outside of the School Games offer~~
- ~~Comprehensive CPD programme~~
- ~~PE Conference cancelled due to COVID~~
- ~~Outdoor activity days~~
- ~~Dance Festival Cancelled due to COVID~~
- ~~Christchurch Sports Awards Cancelled due to COVID~~
- ~~Youth Sport Trust Primary Membership~~
- ~~Support with additional staff training-~~
- ~~Complete PE membership~~

Meeting national curriculum requirements for swimming and water safety.

*It is important to note that 20% of our Year 6 cohort have joined since September 2019. As our swimming for Year 6 is in the summer term and was therefore cancelled due to the Covid 19 crisis, the following percentages relate to the 80% of the cohort who were with us in Year 5 and relate to their capability at the end of Year 5.*

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.

62%  
*Based on Year 5 summer 2019*

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

29%  
*Based on Year 5 summer 2019*

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>N/A <i>Did not complete this because of the Covid 19 crisis</i></p>
<p>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?</p>	<p>Yes/<b>No</b> <i>But only because our Year 5 and 6 sessions didn't occur because of the Covid 19 crisis. We would ordinarily use some to provide additional support for our more capable swimmers.</i></p>

## 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.

<b>Academic Year:</b>	2019/20	<b>Total fund allocated:</b>	£18,780	<b>Date Updated:</b>	14.07.20
<b>Key indicator 1:</b> The engagement of all 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					<b>Percentage of total allocation:</b>
					10%
Intent	Implementation	Impact	Next steps		
<p>Educate children in the value and benefits of a healthy active lifestyle.</p> <p>Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</p> <p>Use active lessons to increase physical activity levels and learning.</p> <p>Develop Bronze Ambassadors to support active playtimes and support extra-curricular activities.</p> <p>Raise awareness of the best places to take part in sport and physical activity outside of school.</p> <p>Provide opportunities for daily physical activity. Daily Mile, Active English and Maths sessions.</p>	<p>Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.</p> <p>Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy.</p> <p>Send staff on Youth Sport Trust Active Maths and Active English courses on the CPD programme.</p> <p>Further develop Daily Mile including the setting of personal targets</p> <p>Maths of the Day, Super movers, Joe Wicks everyday through remote learning sessions.</p>	<p>SLA £2,500</p> <p>Positive behaviour and a sense of fair play enhanced by using Bronze Ambassadors as role models</p> <p>Pupils activity at lunch and break increased</p> <p>Increased whole school and individual Daily Mile targets. E.g New whole school target on destination board.</p> <p>Evidence</p> <ul style="list-style-type: none"> <li>- Curriculum map</li> <li>- PE policy</li> <li>- Registers of participation</li> <li>- Extra-curricular data</li> </ul>	<p>Positive attitudes to health and well-being</p> <p>Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors</p> <p>Build annual attitude survey. Attitude survey to help drive strategy and evidence impact.</p> <p>Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time.</p> <p>Develop a change for life club to target vulnerable and inactive children at lunchtime.</p> <p>Build links with local community sports clubs through our SGO.</p>		

				To develop system to quantify individual targets (class set of fitbit bands)  YST 30:30 activities. Increasing the range of physical activities in a school day.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				<b>Percentage of total allocation:</b>
				10%
Intent	Implementation		Impact	Next Steps
<p>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>Use PE and sport to develop the whole person including thinking, social and personal skills.</p> <p>Use PE teaching to aid fine and gross motor skill development.</p> <p>Use sporting role models used to engage and raise achievement.</p> <p>Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p>	<p>As a school we contribute funding to sustain the Christchurch School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> <li>• Additional competitions outside of the School Games programme</li> <li>• Comprehensive CPD programme</li> <li>• <del>PE Conference</del> <b>Cancelled due to COVID</b></li> <li>• <del>Dance project and festival</del> <b>Cancelled due to COVID</b></li> <li>• Outdoor activity days</li> <li>• Primary Leadership Academy</li> <li>• <del>Christchurch Sports Awards</del> <b>Cancelled due to COVID</b></li> <li>• Youth Sport Trust Primary Membership</li> <li>• Support from Dan Moody for team teaching and staff CPD.</li> </ul> <p>Develop a team of sports leaders &amp; Bronze Ambassadors through the Christchurch Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway.</p>	<p>SLA £2500</p>	<p>Personal development (physical skills, thinking skills, social skills and personal skills).</p> <p>PE physical activity and school sport have a high profile and are celebrated across the life of the school</p> <p>SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. Direct link to our behaviour values: READY, RESPECTFUL and SAFE.</p> <p>Reduced behaviour incidents at lunchtime, evidence on SIMS behaviour summary.</p>	<p>Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC.</p> <p>Review School development plan, Whole school policies/PE policy</p> <p><del>Use PE conference to review, evaluate and plan for the next academic year.</del> <b>Cancelled due to COVID</b></p> <p>Build annual attitude survey. Attitude survey to help drive strategy and evidence impact.</p>

	SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC.			
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** **Percentage of total allocation:**  
60%

Intent	Implementation		Impact	Next Steps
<p>Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p>	<p>Provide opportunities for staff to access CPD opportunities through the Christchurch School Sport Partnership CPD programme.</p> <p>Use specialist coaches and providers for team teaching &amp; staff training to increase the knowledge and confidence of staff in delivering PE.</p> <p>Purchase quality assured resources to support teachers and support staff.</p>	<p>Release time for staff to attend courses £600</p> <p>Release time for subject leader to attend briefings / assess the subject £600</p> <p>Whole staff CPD through bought in Sports Coach (Liz Roberts) £8000.</p>	<p>All teachers able to confidently plan, teach and assess National Curriculum PE.</p> <p><del>More confident and competent staff evidenced through feedback and lesson observations.</del> <b>Unable to complete due to COVID</b></p> <p>More sustainable workforce including young leaders.</p> <p>Increased pupil participation in competitive activities and festivals</p> <ul style="list-style-type: none"> <li>Increased range of opportunities handball (15 children), netball (10 children), karate (16 children), cricket (Yr 1 and 2), dodgeball (8 children) and yoga (48 children)</li> <li>Attended events provided through the School Games and the Christchurch School Sport Partnership – 2 x Dare to Believe festivals (20 children), sports leader training (12 children), 2 x outdoor education challenge days at Moors Valley Country Park (14 children), 2 x Netball tournaments (8 children), Stepping up for change festival (6 children) This is Me festival (10 children)</li> </ul> <p>The sharing of best practice with</p>	<p>Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities</p>

			<p>other schools in the Christchurch Learning Partnership, through partnership meetings- <b>moved online during COVID</b></p> <p>A more inclusive curriculum which inspires and engages all pupils.</p>	
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				<b>Percentage of total allocation:</b>
				10%

Intent	Implementation	Impact	Next Steps	
<p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p>	<p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</p> <p>Review extra-curricular activities through pupil voice/Bronze Ambassadors.</p> <p>Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community. <i>handball (15 children), netball (10 children), karate (16 children), cricket (Yr 1 and 2), dodgeball (8 children) and yoga (48 children)</i></p> <p>Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our</p>	<p>SLA £2500</p> <p>Subject leader release £600</p> <p>Minibus hire £500</p> <p>Visiting sports people £1000</p>	<p>Engaged or re-engaged disaffected pupils</p> <p>Increased pupil participation</p> <p>Enhanced quality of delivery of activities</p> <p>Increased staffing capacity and sustainability</p> <p>Enhanced, extended, inclusive extra-curricular provision</p> <p>Improved behaviour and attendance and reduction of low-level disruption</p> <p>Increased pupil awareness of opportunities available in the community</p> <p>improved physical, technical, tactical and mental understanding of a range of sports</p> <p>Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair</p>	<p>Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</p> <p>Develop attitude survey to quantify impacts.</p>

	offer.		play and leadership?  Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			10%
Intent	Implementation	Impact	Next Steps
<p>Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p> <p>Increased participation in School Games competitions.</p> <p>Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p> <p>Select children who we feel would benefit most from the opportunities available in the Christchurch Partnership events calendar.</p>	<p>Engage with SGO Dan Moody and attend competitions run by the Christchurch School Sport Partnership.</p> <p>Engage more staff/parents/volunteers and young leaders to support attendance at competitions.</p> <p>Use external coaches to run competitions to increase pupils' participation.</p> <p>Identify a set number of competitions/events to provide transport to.</p>	<p>Minibus hire £500</p> <p>School Teams kit £200</p> <p>Evidence includes -</p> <ul style="list-style-type: none"> <li>- School Games Mark</li> <li>- Competition/ events calendar</li> <li>- Photos displayed at school and on website</li> <li>- Competition reports</li> </ul>	<p>Review attendance data and identify children for appropriate opportunities.</p> <p>Continue to attend Christchurch Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.</p> <p>Buy staff kit and school teams kit to increase the profile of PE and Sport with the staff and the children.</p>

Signed off by	
Head Teacher:	Helen Frampton
Date:	14.07.20
Subject Leader:	Emma Whitehead
Date:	14.07.20
Governor:	
Date:	