

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 **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.

<p>Important:</p> <p>The academic year 2019/2020 was abruptly cut short due to the Coronavirus (Covid-19) outbreak. As such, only half the year was completed, meaning that many actions that were due to be completed could not be, and so are not included in this report.</p> <p>During the outbreak, we continued to honour our contract with Progressive Sports and used our Sports Premium to fund their ongoing, daily coaching with key worker and vulnerable children still in school during the nationwide closures.</p>	
Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Numerous success at competition, proving the impact of our quality sports provision and enrichment. Many children have even had the opportunity to attend county final competitions. - Introduction of Sports Crew play leaders on KS1 at lunchtimes to encourage at least 30 minutes of exercise daily. - Baseline assessments undertaken annually, allowing for effective tracking of PE skills and focused PE sessions adapted to children's needs. - Interventions set up and specific groups targeted based on their Baseline assessment data, allowing for needs to be met across the whole school. - Enrichment days half termly to expose children to a wider range of sports, encourage physical exercise, and promote Sport as a reward for hard work. - Increased links with the community, including the PE coordinator becoming a charity trustee in liaison with Progressive Sports/ 	<ul style="list-style-type: none"> - Enquire about buying a minibus to transport children to competitions now that the Sports Partnership competitions are to be run at a high school in Cannock. - Look at the current curriculum being delivered by Progressive, and ensure that progression of skills is a focus. Change and adapt the curriculum, and transfer to the Chancel proforma using intent, implementation and impact. - Provide additional swimming opportunities to students not on track to achieve their 25m by the end of Y6. - Enquire at a way of passing on assessment data to class teachers and change assessment system in line with other subjects. - Organise more staff CPD to ensure the sustainability of PE and increase the skillset of current teachers/ TAs, particularly in the current climate with the uncertainty of funding and sports premium.

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>	73%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	97%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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		Date Updated: April 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				
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>- Specialised sports coaches employed to deliver outstanding teaching and curriculum coverage</p>	<p>- On-going evaluation of the effectiveness of our curriculum including:</p> <ul style="list-style-type: none"> • <i>Time available</i> • <i>Quality of teaching and learning (Lesson planning and observation)</i> • <i>Staff Professional Learning</i> • <i>Access to facilities / resources</i> • <i>Pupil needs (Pupil Voice)</i> • <i>Explore opportunities for daily, targeted activity</i> 	<p>- £8,372 (Progressive Sports Coaching)</p>	<p>- Increased pupil participation</p> <p>- Enhanced, inclusive curriculum provision</p> <p>- Enhanced quality of teaching and learning</p> <p>- Improved standards</p> <p>- Positive attitudes to health and well-being</p> <p>- Improved pupil attitudes to PE shown through pupil voice activity</p> <p>- Positive impact on whole school improvement</p>	<p>- Ensure team teaching as much as possible to upskill staff in the event of funding being pulled</p> <p>- Complete appraisal of teaching (all 3 members of coaching staff) once a term to monitor quality of delivery of curriculum</p> <p>- Continue to audit playground and sports equipment and replenish as necessary</p> <p>- Liaise with Progressive Sports to discuss equipment needed in order to deliver a quality PE curriculum.</p>
<p>- Equipment purchased for use at breaktimes (in reward for winning sports class of the week)</p>	<p>- Purchase appropriate equipment for KS1 and KS2</p>	<p>- £150</p>	<p>- Children encouraged to have 30 minutes of daily exercise (within school time) through the promotion and availability of quality sports resources at</p>	<p>WIDER IMPACT AS A RESULT OF</p>

<ul style="list-style-type: none"> - Lunchtime sports clubs run by Progressive Sports - Complete audit of PE resources and replenish as necessary 	<ul style="list-style-type: none"> - Decide on club focus - Ensure registers are up and running to measure attendance at clubs - Liaise with staff to ensure they have everything they need to deliver a quality PE curriculum (EYFS) 	<ul style="list-style-type: none"> - % of £4,142 (SuperCoach) 	<p>lunchtimes</p> <ul style="list-style-type: none"> - Children encouraged to have 30 minutes of daily exercise (within school time) through the implementation of extra-curricular clubs - Resources audited and organised to encourage members of staff to utilise equipment across the curriculum. New netball posts and protectors bought due to increased numbers in Netball club 	<p>ABOVE</p> <ul style="list-style-type: none"> ✓ Standards achieved in PE NC are exceptional with 100% of children achieving end of KS2 curriculum goals (based on Teacher Assessment) ✓ Pupils are more active in PE lessons-evidenced in baseline assessments ✓ Transferable skills evidenced across the curriculum
---	--	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> - Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. - Baseline assessments undertaken 	<ul style="list-style-type: none"> - Achievements celebrated in assembly (match results + notable achievements in lessons etc.). - KS1 and KS2 Sports Star of the Week and Class of the week chosen, resulting in that class receiving the sports equipment during breaktimes - Timetable for all classes to be 	<ul style="list-style-type: none"> - £80 (End of year sports awards) - % of £4,142 	<ul style="list-style-type: none"> - All pupils at some point in the year have taken part in assembly. - Genuine buzz surrounding Sports Class of the Week winners and visible enjoyment of sport evidenced - Inactive children targeted for 	<ul style="list-style-type: none"> - Benefits of raising the profile of PE and increased expenditure observed by SLT - If funding is discontinued, Baseline assessments will still occur because of the evidenced benefits- PE coordinator trained in

<p>in all KS1 and 2 classes. Children have a personalized target (personal challenge) to meet and demonstrate improvement</p>	<p>assessed (September and July)</p> <ul style="list-style-type: none"> - RAG pupils based on data - Compile evidence folder 	<p>(SuperCoach)</p>	<p>intervention</p> <ul style="list-style-type: none"> - HLP children targeted for intervention - Areas of strengths and weaknesses identified and used to inform teaching of PE during curriculum time - Opportunities for children most in need of extra curricular physical activity given 	<p>the implementation of assessments</p> <ul style="list-style-type: none"> - Continue to liaise with external providers to provide annual health and wellbeing days <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> ✓ Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem. ✓ ___ % of school (KS1 and KS2) involved in sporting related after school clubs
---	--	---------------------	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
<ul style="list-style-type: none"> - PE Coordinator attends regular networking and skills based courses throughout the year - Gymnastics CPD opportunity for 2 members of staff - Team teaching with Reception Teacher 	<ul style="list-style-type: none"> - Liaise with local schools and SGO to identify opportunities for School partnerships - Book date with Progressive Sports(3/4/19) - Establish timetable with Progressive SuperCoach 	<ul style="list-style-type: none"> - £75 - FREE- we are providing the venue - % of £4,142 (SuperCoach) 	<ul style="list-style-type: none"> - Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. - Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions. - Improved knowledge of curriculum and improved skillset of teachers - Improved knowledge of curriculum and improved skillset of teachers 	<ul style="list-style-type: none"> - PE coordinator is well trained in implementing changes school-wide, ensuring all children get the best opportunities afforded to them - Aim to have CPD sessions once a year for all staff targeting an area of PE/Wellbeing This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport (should the opportunity arise) both within and outside the curriculum. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> ✓ Increased uptake of children participating in sports outside of PE lesson time (lunchtimes) ✓ Well-trained staff will lead to a sustainable curriculum,

				regardless of funding
--	--	--	--	-----------------------

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

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:
<ul style="list-style-type: none"> - Enrichment days allow us to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. - Pupil Premium and SEN only competition run to promote active lifestyles amongst children most in need - Intervention groups targeted based on Baseline assessment data with a focus on Nurture/ Inactive/ HLP children 	<ul style="list-style-type: none"> - Book days with SuperCoach (1 per half term) - Identify children to participate - Liaise with SuperCoach to provide intervention opportunities - Identify children to participate - Liaise with SuperCoach to provide intervention opportunities 	<ul style="list-style-type: none"> - % of £4,142 (SuperCoach) - N/A - % of £4,142 (SuperCoach) 	<ul style="list-style-type: none"> - Increased engagement in physical activity - Wider participation encouraged as all pupils take part - Genuine enjoyment and love of enrichment days from all children - Wider participation by pupils most in need of enrichment - Interventions undertaken for event which contributes positively to improving children’s baseline results - Inclusive approach to physical activity promoted - Wider participation by pupils most in need of enrichment - Interventions undertaken for event which contributes positively 	<ul style="list-style-type: none"> - Explore additional opportunities to promote wellbeing - Identify and train staff to lead inactive specific after school sessions if additional funding is suspended - Ensure PE resources include unusual sports equipment e.g. boccia - Continue to liaise with additional local sports clubs e.g. KidzRugby <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>✓ Achievement in curriculum PE is very good and most children</p>

			<p>to improving children’s baseline results</p> <ul style="list-style-type: none"> - Inclusive approach to physical activity promoted - Focused skills sessions targets areas of development - Small groups encourages a personalized approach to the children’s specific needs - Quality intervention provision provided by specialized sports coach - Boosts sports skills and impacts positively on children’s progress in PE 	<p>bring kit every week in order to take part in extra sporting sessions</p> <ul style="list-style-type: none"> ✓ Increased uptake of children participating in sports outside of PE lesson time- positive percentage of school participate in after school clubs. ✓ Increased self esteem/confidence/ resilience being promoted through the uptake of unusual sports, transferable across curriculum
--	--	--	---	---

Key indicator 5: Increased participation in competitive sport

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>- Full participation and success in competitive inter-school sports</p> <p>- Half termly intra school competitions to boost competition within school</p> <p>- Interventions run to prepare children for competitions</p>	<p>- Target competition intervention groups to be run</p> <p>- Promote an inclusive approach to competitions whilst remaining competitive</p> <p>- Liaise with Progressive to set up Intra School competitions</p> <p>- Identify intervention groups to be targeted</p>	<p>- £360 (coach travel)</p> <p>- % of £8,372 (Progressive Sports Coaching)</p> <p>- % of £4,142 (SuperCoach)</p>	<p>- Chancel achieved first place in the Rugeley wide competitions for Netball, Y5/6 Athletics, and Y2 Athletics. We also attended county finals in July 2019 in Netball, Handball, Sport4All (PP/SEND comp), Rugby (PP/SEND comp) and Tri-Golf. This demonstrates the effectiveness of Sports coaching across the school.</p> <p>- All children, regardless of ability participating in some form of competitive sport</p> <p>- Children demonstrate enjoyment when participating in these events</p> <p>- Promotes transferable skills such as teamwork and resilience</p> <p>- Inactive, Nurture Group, HLP, SEN/PP interventions run, specifically targeting needs in a small, focused group</p>	<p>- Liaising with a high school member of staff has ensured children have access to small-scale competitions- continue to do this</p> <p>- Continue providing opportunities for staff CPD to ensure a culture of sport across school</p> <p>- If funding is suspended, continue half termly intra school sports competitions organized by PE coordinator</p> <p>- Align curriculum coverage with competitions</p> <p>- Continue with communicate with the new SGO to ensure there are opportunities for</p>

<p>- Pupil Premium and SEN only competition run to promote active lifestyles amongst children most in need</p>	<p>- Identify children from PP/SEN register</p>	<p>- N/A</p>	<p>- Promotes an inclusive approach to PE and sport - Children who may not have been given the chance before now active and engaged in competitive sport</p>	<p>competition for all children</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> ✓ Improved standards in invasion games, contributing to Chancel's competitiveness ✓ Children demonstrate a positive attitude to sport and PE through pupil voice surveys ✓ Many children have had access to preparing for competitions (even though competitions were cancelled due to events beyond the school's control) meaning that access has not discriminated against those in PP, SEND, or Inactive groups.
--	---	--------------	---	---

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	