

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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>The combination of real P.E and iMoves to ensure every element of the curriculum is covered is a real strength. The iMoves subscription also provides 10 minute active blasts, for teachers to use throughout the day to boost the amount of activity children are accessing, which has been successfully implemented throughout the school.</p> <p>School games mark: Silver</p> <p>Success in local tournaments: the football team has won the Chippenham, qualifiers, and county finals. The Rugby team has won the Chippenham schools tournament, and our Netball team qualified through the Chippenham school's tournament. Unfortunately, due to COVID, we were not able to advance any further, and apply our skills and learning in the further competitions. The focus on skill development both during curriculum time and during extra-curricular clubs, with the bonus of being able to apply the learning during competition, has helped with our successes. Sport, exercise and activity is constantly promoted throughout the school, and our ambassadors do a brilliant job of role modelling sport and activity.</p>	<p>Promoting Up & Under after school clubs.</p> <p>Ensure the underspend this year is implemented into the action plan for next year.</p> <p>Ensure new staff are all competent and comfortable delivering real P.E.</p> <p>Ensure staff have a good understanding of the long term, medium term and short term plans involved with Real P.E - making sure the long term development of skills is at the forefront of their teaching.</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>	% Data not available due to COVID

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% Data not available due to COVID
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% Data not available due to COVID
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?	Data not available due to COVID

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: £ 17750	Date Updated: 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: £11959.98 – 67.4%
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:
To ensure all pupils continue to have access to high quality PE lessons and extra-curricular sports activities.	Mentoring through 'Up and Under Sports' 4 terms a year. Staff work alongside sports mentor.	£4320	Development of skills of children and their personal understanding of how to progress their skills further. Continued engagement in PE and development of other skills such as personal, creative, social and cognitive	Ensure mentoring for new staff Staff to create medium term plans, to show they have thought about the application of the skills.
Children and staff have the necessary equipment to participate in sport and do so safely.	Purchase of equipment for PE sessions and extra-curricular clubs. Inspection of gym equipment to ensure it is safe for all children to use.	£555.45	Children can progress skills through having the correct equipment which is safe.	Ongoing assessment of equipment.
Increased opportunities for physical activity for all children during lunch and break times. This in order to meet/exceed the governments recommended guidelines for children and to help tackle obesity and improve	Derry Hill is part of the Chippenham Sports Partnership. The CSP provides support to local primary schools by providing opportunities for children to develop skills and confidence through the following avenues: <ul style="list-style-type: none"> Young ambassadors leadership 	£3300	Teachers are upskilled as a result of training therefore improving provision for pupils. Continuation of sports leaders assisting in focussed activity during breaks and lunchtimes. Year on year a greater percentage of children are	Continue to support the Partnership

children's overall well-being	<ul style="list-style-type: none"> • Leadership and event officiating • Provision for gifted and talented and inclusion • CPD for all staff within the partnership • Opportunities for networking leading to working alongside sports specialists 		participating in festivals and increased confidence is encouraging them to also join sports clubs outside of school. Children are demonstrating greater fitness which can be seen during daily mile PBs.	
Improvement of playground provision	improve physical development. enhance learning about the environment. stimulate their imaginations. participate in well planned and focused learning activities	£3769.53	Lots more space to implement our p.e provision, space for children to extend their learning into the outside spaces and making learning more active around the school/	Continue to assess the outdoor space and gain pupil and staff voice as to its usage and usefulness.
All pupils to become more physically active and lead healthier lifestyles by providing interventions for vulnerable pupils identified in KS2	- Pupils sent on All Active Academy/Change for Life programs	£5 per child x 3	Children who don't regularly engage in sport are enjoying this and giving positive feedback, and continually going.	
To ensure all pupils understand that as part of a healthy life-style approach healthy eating needs to be combined with physical activity	- Change for Life (Known as Secret Sports Club) to be provided for children	Continue provision from previous year		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£467.12 - 3%
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:
Children and staff see PE as a key and core subject which is respected by all.	School P.E hoodies, in team colours, to be subsidised by those who require them.	-	Sports Organizing Committee run successful breaktime clubs for pupils that are vulnerable. Leadership skills developed by pupils in Sports Council and less active pupils show more enthusiasm towards sport.	Continue sports council next year, current sports council to train up next year's pupils.
Sporting successes and achievement to be celebrated on website/news	1 day every 2 terms PLT given release time to engage parents through a sports newsletter, school twitter account and Display board within the school in an accessible place for any children/parents to see.	£145		To continue to attend Ambassador conferences.
School Sports Organising Committee to be promoted in school.	SSOC to address school regularly in Act of Worship and to wear Hoodies on P.E days, that were provided last year, to promote the committee to the rest of the school. Pictures of the committee to be put up onto display board and children to regularly write entries for the school newsletter. 2 year 6 ambassadors to pass on training to other members of the committee – providing activities for classes at breaktimes.	£151.12	SSOC take ownership of secret sport's club, and display boards, holding regular meetings with PLT and other children, staff involved in promoting activity within the school.	
P.E promoting health & wellbeing.	Due to the importance of wellbeing & health at DH, our trained forest school provider will deliver a course to one class per term, identifying vulnerable children who may benefit from booster	Release time + resources: £62.47		

	sessions.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1580 - 9%
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>To ensure all staff continue to learn and develop their pedagogy.</p> <p>To ensure new staff are supported and coached to a high standard to ensure high quality provision for pupils is maintained.</p> <p>All teachers to be able to teach iMoves Dance and use iMoves to provide extra opportunities and an alternative physical activity provision for all children, as well as matching the dance to their curriculum topic.</p>	<p>CPD provided by REAL P.E to all staff, modelling a P.E lesson using Jasmine.</p> <p>JW to attend local and regional teacher development & PLT conferences</p> <p>and Under coaching to continue in school, and teachers to use this as development opportunity, using the coaching in their own hour P.E lesson.</p>	<p>REAL P.E - £395</p> <p>Devizes sports course: £70</p> <p>Fortius P.E conference:£120</p> <p>(see ref 1)</p> <p>Imoves package - £995</p>	<p>PE Lead to access all meetings for advice and PE updates and possible staff training and development.</p> <p>Teachers show an increase in confidence and competence in teaching dance and gym.</p> <p>Teachers use resources available to plan sessions and units of work. This can be evidenced in long term planning and lesson drop ins.</p> <p>Lesson timetabled in during the Summer Term and PE Lead scheduled in to support if required.</p>	<p>Renew membership to Chippenham School Sports Partnership and continue to attend meetings regarding this.</p> <p>If teachers respond well to iMoves, then continue the use of this. P.E lead to observe teachers to ensure their confidence and ability in delivering these lessons.</p> <p>Utilise the experiences of other PLTs, possibly coming in for a day to recommend next steps in this area.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				101.4 - 1%
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	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:

consolidate through practice:				
Children to have access to a range of sports outside the normal clubs and inter-competitions provided in order to engage children from a variety of abilities and backgrounds.	<ul style="list-style-type: none"> -Tri-Golf club to be offered during term 5/6 to KS2 -Skateboarding & Scootering to be reintroduced during sports week for all pupils -Thai Chi coach -MMA coach --Zumba coaches -Basketball coaches Netball coach -Circuit training -KS1 pupils to attend multi-skills festivals -Badminton to be offered to KS1 and KS2, continued on from last years Racket Pack. 	<ul style="list-style-type: none"> • Booked in but did not happen due to COVID <p>£101.4 - travel costs</p>	High levels of attendance in after school clubs. Lots of attendance to local competitions, and Chiipenham sports partnership's activity daysd & competitions.	To continue to offer a wide range of clubs to KS2 when Covid-19 restrictions cease to apply.
PLT to be aware of all sports being offered to the school through local tournaments/experiences	<p>Membership to Chippenham Sports Partnership for updates on local sport and activities</p> <p>Local PLT meetings to be attended by PLT</p>	n/a		
Continue to offer a broad and varied selection of extra-curricular clubs for Y1-6 children	<p>Up & Under specialised coaches t offer extra curricular clubs for both KS2 & 1. Staff to offer at least one sporting/activity club and do this for one whole term – this will be provided for free.</p> <p>Continue search for any local sporting clubs/coaches who would want to come in and provide a club/course.</p>	n/a		

Continue to offer a broad and varied selection of sporting activities during golden time for whole school	JW to ensure at least 2 of the Golden time activities are active and this varies from term to term to engage as many children as possible.	n/a		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				156 - 1%
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:
Children to have the opportunity to train towards a festival at after-school clubs.	Children to attend Level 2 festivals in: -Football -Rugby -Cricket -Netball -Hockey -Dance festival -Multi-skills yr1/2 -Multi Skills Yr ¾ -Tri-Golf -Footy for fun yr 2 -Gymnastics -Chippenham Games -Quad Kids -May Mile Most of these did not happen due to COVID.	Staff cover = £145 Transport = n/a Lord Landowne fee = £1 Sports day allocation – included in coaches Staff cover £none needed ESFA football finals: £10	Silver Sports mark as a result of the attendance at level 2 competitions. Success in local competitions, including winning the county finals in footbasll, and winning the chippenahm schools tournament in tag rugby.	Increase participation in 1.5 events Continue to use the format of ensuring there is an after school club for an upcoming festival/tournament when we are permitted to do so.
Children to experience a personal achievement task	Children to attend level 3 festival in -Football -rugby -Netball			
All children in the school to experience inter house competitions	Sports Day organisation/level 1 gamnes at the end of every term, to be delivered by Up & Under coaches			

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Signed off by	
Head Teacher:	Hayley Roberts
Date:	
Subject Leader:	Joshua West
Date:	22 nd July
Governor:	Carol Foley
Date:	