

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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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 2020:	Areas for further improvement and baseline evidence of need:

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

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: £18,390		Date Updated:	
<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:
					%
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>Ensure all teachers include at least 5 minutes of aerobic exercise each day.</p> <p>Engagement of <u>all</u> pupils in regular physical activity.</p> <p>Good quality PE lessons – to provide opportunities to develop social communication skills.</p>	<p>Extra equipment to be purchased to extend the provision of resources and the use of grab bags by class teachers.</p> <p>Term 2</p> <p>Share good practice through PPA and staff meetings.</p> <p>Monitoring of PE lessons / use of grab bags</p>		£200	Through pupil voice, staff feedback and observations.	This will continue through to the next academic year due to ongoing Pandemic.
<p>Continue to encourage children to take part in 3-5 minutes of running a day.</p> <p>Lunchtime activities to be encouraged through new activities and opportunities.</p>	<p>Subject leader to support whole school discussion of ways to achieve 'daily mile'</p> <p>Use feedback from circus skills days (18/19) to purchase new equipment for lunchtime use.</p>			Increased Participation	Look into how we can continue the Daily mile in our zones. Lunchtimes activities to be rotated and ensure that new and exciting activities are on offer.
Teaching staff to talk to the children about the importance of staying healthy.	Chartwells workshops for all year groups – healthy eating.				This will be continued in the next academic year as it proved to be successful with all Year groups.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
Inter-school sporting competitions.	Create a certificate that can be given out during year group assembly.	£50	Staff feedback and pupil voice	Due to National Lockdown and Covid19 this has not been able to happen.
Active Learning – Using PE as a strategy for teaching basic skills in English and Maths (and other subjects)	PE subject lead to collate ideas for all staff about making lessons more active.	Subject Leader time.	Increase in sporting activities.	Due to National Lockdown and Covid19 this has not been able to happen.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Team Theme to model excellence in teaching PE. Children's confidence and skills in sporting activities will improve.	Team Theme to increase to 2 full days a week including lunchtimes and afterschool clubs. Working with all class teachers to provide ongoing CPD	£145 per day = £10,875	100% of PE lessons at least good, evidenced by observations of PE lessons.	Team Theme will now provide feedback to staff on lessons that they observe to support their CPD.
School membership of afPE to ensure access to specialist support, up-to-date knowledge and best practice.	PE Leader has regular agenda items at Staff meetings to update staff of new initiatives/research etc.	Cost of membership £113		Continue membership next year.
PE lead to attend Training 'A Guide to subject leadership for new PE Leaders'			Teaching staff more confident in teaching PE (Questionnaire)	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:

Afterschool clubs to provide a different sporting activity each term.	Organise sports after school clubs.	Self-Funding	Pupil voice and increased uptake of sports afterschool clubs.	Afterschool clubs will continue when it safe to do so.
Once a week early morning wake and shake – advertise on newsletter. Trail before school sports club.			Evaluate uptake of clubs and pupil presentation in class the morning they have participated in exercise.	Due to ongoing Pandemic this will be postponed.
Increased participation in lunchtime sports activities and after school clubs.			Pupil participation in extracurricular sporting activities.	Continue to offer a range of activities at Lunchtime.
Development of outdoor learning across the school including the development of 'Forest school' areas in EYFS and KS1 – developing physical activity through different means that will stimulate and challenge. Development of gardening through small group gardening activities – promoting different means of developing physical activity.	Presenting to staff at staff meeting.	Time allocated to Forest School leader. 2 hours per week gardening lead time for small group work. Development of gardening £342.	Pupil Voice	This has been postponed until further notice. Gardening has been popular with all Year groups and has provided them with different opportunities. This will continue in the next Academic Year.
Beach School opportunities summer term 2020 – outdoor activities that promote fitness.	Beach school Leader time to develop activities and ideas that shared with staff	1 x day per week group work Beach / Forest School		This has been postponed but will continue when possible.
'Balanceability' for all Nursery and EYFS pupils – developing skills to ride a bike.	Two members of staff to attend Balanceability training and cascade to EYFS and Nursery staff.	Training and cost of bikes and resources £2,414.40	Staff were given training on how to implement lessons and record outcomes.	Balanceability was successful and children enjoyed participating. This will continue and we will look at ways of furthering their skills in this area.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Attend KS1 competitions organised by the Sports Partnership. Increased entry in competitions / competitiveness of children increased / raise profile of sporting achievement to parents through the school newsletter / website and twitter. The school website is updated regularly to enable the school to showcase provision and celebrate PE and Sport success at Herne Bay Infant School as well as up and coming events and after / before school opportunities.	Identify pupils to take part in competitions from teachers and after-school sports clubs. (on-going termly)	500 annual fee to Herne Bay & East Kent Coastal Sports Partnership Travel by taxi to and from competitions Approx. £60 per event x 16 = £960 And supply cover whilst at competitions – Approx. 16 afternoons supply cover @ £80 per afternoon £1,280	Competitions attended included on HBI website with photos and narrative. Pupils to report enjoyment of competitions by pupil voice.	Due to Covid19 the competitions will be virtual and the school will continue to support children taking part in competitions.

Signed off by	
Head Teacher:	

Date:	25.11.2020
Subject Leader:	Sam Adby
Date:	23.11.20
Governor:	Kate Amos
Date:	26.11.20