

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 2020:	Areas for further improvement and baseline evidence of need:
<p>KS2 FOSS Football Champions 2020 KS2 FOSS Netball Runners Up 2020</p> <p>Year 5 Dance Project - The Suffolk Chronicle Weekly dance workshops with professional dancer Sam Moss during the spring term. This was to culminate in a final performance at the Jerwood Dance House but was cancelled due to COVID closures.</p>	<p>To develop the use of physical activity to improve the wellbeing and mental health of pupils following the national lockdown and Covid crisis.</p> <p>To improve the usefulness of the school hall for physical activity and dance performance, thus improving the teaching and learning in these subjects. There are currently no designated performance spaces and capacity for an audience is minimal; a sound system is needed in the hall to replace the old system removed during renovation works; a new video system is needed to allow digital resources to be used to support indoor sports, yoga, dance etc.</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>	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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: 2020/21		Total fund allocated: £16,868 (tbc)		Date Updated: July 2020	
Key indicator 1: 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					Percentage of total allocation:
					30%
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?:
Provide more opportunities for the smaller children to be physically active during break times, particularly developing their balance and coordination skills.		Replace rotting play equipment with similar (aimed at younger pupils) but moved further down the field where children can be supervised more easily.		Approx £2000	All pupils now access a larger play trail on a daily basis, making them more active at lunch times.
Encourage physical activity at break times by improving facilities. Current football goals aprox 20 years old, for example.		Replace football goals with new, also replacement of more secure and higher quality netball goals.		Approx £3000	Pupils use the football pitch on a daily basis and benefit from the high-quality goals in place. Netball goals are secure and in a fixed position allowing pupils to improve shooting and defending techniques. Netball club is larger than last year with more pupils wanting to be involved and benefit from professional instruction, developing skills well.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					48%

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:
Modernise tv/music equipment in hall in order to have access to wider range of music and improved sound quality for KS1 dance club and dance/yoga/PE lessons, as well as video equipment to support lessons.	Purchase large screen and linked computer to allow for music and video to be used to support lessons.	Approx £3000 (tbc)	Use of this equipment has been restricted due to covid and pupils unable to use the hall (linked to a classroom).	Sound for hall now comes through the tv. CDs can be played on CD player, however bluetooth or usb connected to built in speakers would allow greater freedom of use, particularly for dance lessons.
Increase ease and capacity of dance performances. Raising profile of dance across the school through regular performance and sharing of work.	Create bespoke amphitheatre style seating for hall.	Approx £5000 (tbc)	KS1 who are able to use the hall space have used the equipment for regular yoga lessons, improving flexibility and balance, and developing skills for self-regulation and improved wellbeing. Due to covid and the lack of use of hall, this has been put on hold and will be purchased in academic year 21-22	Amphitheatre style seating to be purchased 21/22.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
Following loss of yoga teacher, staff to develop their skills and confidence in teaching yoga and mindfulness to their individual classes. It is important to continue this work regularly for wellbeing, particularly following the covid crisis.	Whole staff training of yoga scheme currently in school as well as time for teachers to share knowledge of tools and resources in this area Purchase of further schemes from The Yoga Factory (Yoga for Schools) Purchase of 15 more yoga mats to allow for one per child.	£100+ £250 £250	Due to lack of use of hall due to covid, only KS1 have been able to benefit from yoga instruction this year. However, these pupils have improved flexibility and balance, and developed skills for self-regulation and improved wellbeing, with many of them continuing their practise at home.	New PE lead to engage in yoga training in order to deliver yoga to whole school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
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:

Additional achievements: Develop a variety of dance skills and have the opportunity to perform, developing perseverance, dedication, self-belief and creativity. The final performance will create a huge sense of pride and achievement, as well as developing the Bealings Team bond	Year 5 pupils will participate in a dance project with weekly half day dance sessions in the spring term (Covid allowing) culminating in a performance at the Jerwood dance House (home of DanceEast).	Dance teacher Theatre hire Village Hall hire Filming costs Costumes Transport to theatre Total: £2000	Pupils were unable to perform at DanceEast due to Covid, however the project continued and instead a film was made. Pupils developed their dance skills, as well as choreography and performance.	Creating a film rather than performing in a theatre meant pupils didn't benefit as much personally. Next year it is hoped it can be returned to a live performance.
---	--	---	--	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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:
Allow children to participate in competitive sports outside of school setting, developing healthy participation in competition, confidence and resilience. Participation will also drive need to improve skills and fitness.	Purchase School Games Membership for competitions at Westbourne Academy (Futsal etc.) Purchase access to School Sports Partnership competitions at Kesgrave High School (athletics etc.)	£425 £205	Subscriptions paid however no competitions attended due to covid. Instead pupils engaged in inhouse competitions in football and netball. This led to increased participation and greater equality in terms of gender representation. More pupils were active during break times in preparation for these events.	Return to local competitions.
Reignite the competitive winning streak in table tennis – we were previously Suffolk champions. By improving the equipment and encouraging the children to take this social activity more competitively we could seek to regain our title.	Replace outdoor table tennis table and purchase related equipment.	£600	Younger pupils have taken a greater interest in table tennis and more are now playing in their afternoon playtime when there are no older children around. In the morning Y3-5 tend to dominate but have improved skills.	Return to local competitions.

Signed off by	
Head Teacher:	Duncan Bathgate
Date:	30.7.20

Subject Leader:	Kelly McLoughlin
Date:	30.7.20
Governor:	Rick Gillingham
Date:	17.9.20