

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. Children in KS1 and KS2 have a positive view of dance and an increased interest due to Becky Peterson's (Little Mix Dancer) dance sessions once a week. 2. Children are invited to a variety of competitions and festivals in KS2. 3. Children are given new sporting opportunities through after school clubs and sports week. 	<p>To increase pupils' fitness levels.</p> <p>To provide CPD for new staff.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: £19,610		Date Updated: 1.10.20	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 13%
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?:
To increase the activity levels of pupils in KS2.		Personal trainer (BT) to run an aerobic lunchtime club once a week on the field for pupils in KS2, in Spring term.		£2000	Children will participate in the run to Lapland challenge to excite them and engage them with running.
KS2 pupils to run a mile once a week.		Teachers to take classes out to running track at 2pm once a week with their bubbles.		£500 for damaged resources and additional resources for individual bubbles.	
KS2 pupils to undertake 15 minutes of sports activity four times a week.		Teachers to provide pupils with sports resources, balls, cup and ball, skipping ropes, ankle ropes, pom poms during afternoon playtime.			
Pupils to be more active during playtime.		Children to use equipment each playtime.			

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<p>KS2 cross country club.</p> <p>To increase children's activity levels during the school day.</p> <p>To run a Dance club for pupils in KS2 focusing on the more able pupils.</p>	<p>IE and AG to run a cross country club once a week for year 3 bubble and year 4 bubble.</p> <p>Teachers to run a 10 minute active session each day, morning and afternoon. Teachers to follow Zumba/just dance, go noodle and cosmic kids activities.</p> <p>Becky Peterson to run a lunchtime club twice a week from Spring term.</p>	<p>£100 stop watches</p> <p>£1200</p>		
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>13 %</p>
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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>Achievement assembly (held in bubbles) each week to celebrate pupils' sporting achievements, to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to participate in sports clubs</p>	<p>Certificates to be given each Friday for out of school achievements, Sporting Colours and trophies to be awarded at the end of each term. LK to announce sporting achievements after each competition.</p>	<p>£200</p>		
<p>Sport Role Models to inspire pupils to join clubs and to train for their sport.</p>	<p>BP (Little Mix dancer) to run dance sessions and clubs for each child in the school once a week. LK to research sports role models to host assembly/sports sessions, including Cath Bishop GB Marlow rower.</p>			
<p>TLR for P.E coordinator.</p>		<p>£2210</p>		
<p>Work with Governors to develop awareness of Sport at Danesfield.</p>	<p>P.E co-ordinator to meet with sports governors each term and discuss ideas and funding to improve sport further.</p>			
<p>Whole school active Bingo.</p>	<p>In Spring children to complete a series of sports activities and tick off each activity once complete.</p>	<p>£150</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	46%

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?:
Becky Peterson to work closely with staff to enhance their teaching and develop their confidence in Dance.	All teachers to observe teaching. Year 4-6 to observe once a week during Autumn term. Year 1-3 observe once a week during Spring term.	£4500	Sustainability and suggested next steps:
Attend Bucks and MK Conference.	Sports co-ordinator LK to attend conference to ensure P.E knowledge is up to date. Sports coordintaor to run staff meeting to update all members of staff on new initiatives in sport.	£500	
KS1 staff to be trained in 'create development Real PE'.	LK to attend training and pass on training to other KS1 teachers. Create development to provide resources to support PE teaching.	£600	
Source Tennis specialist to provide training for new teachers.	LK to source specialist to begin in Spring term.	£2000	
To use Complete PE to support staff in providing outstanding PE lessons.	LK to review and trial Complete PE. If effective staff to use this	£2500	

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	as a tool to support the delivery of their PE lessons.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
7%

Intent	Implementation	Impact	Sustainability and suggested next steps:
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:	
Additional achievements: Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	PE co-ordinator to ensure a variety of sports are being taught including: Quidditch, Ultimate Frisbee, curling. All staff to complete questionnaire based on strengths and passions. LK to adapt whole school overview to accommodate this.	£2500	
Sports leaders to run a lunchtime club for pupils in lower KS2 and KS1.	LK to work with G and T KS2 pupils and discuss a day to run a sports club with KS2 pupils in Spring term and KS1 pupils in Summer term.		
Host a sports week providing children with a variety of different sports workshops.	Sports coordinator to introduce marathon in a month during Spring term. Sports coordinator to arrange		

<p>Wycombe Wanderers Football Coaches to work with years 1-6.</p>	<p>sports week and provide timetable and resources for staff.</p> <p>WWFC to run one session per class in Week commencing 23.11.20</p>		<p>All children were extremely excited by this opportunity and they were fully engaged in the session. The PSHE lesson linked to growth mindset and wellbeing which was crucial.</p>	<p>LK to monitor WWFC and research new initiatives that they are offering next academic year.</p>
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Key indicator 5: Increased participation in competitive 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:
To participate in School games virtual competitions: Cycle-a-thon, cross country, tennis, skipping.	KS2 pupils to compete during the Autumn term.	£100 for sports awards.		
To participate in virtual School games competitions.	LK to communicate with SGO to enable pupils across all year groups participate in a variety of competitions.			
To attend a multi-skills festival year 2.		£250 coach		
To attend a football tournament for year 3.		£100		
To take part in football tournaments for year 2.		£100		
To compete in the under 10s football league.		£100		
To compete in <u>under</u> 11 football league.				
All year groups to compete in an intra-house competition once a term.	LK to guide teachers on sports and rules.			

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	L. Keating
Date:	10.10.20
Governor:	
Date:	