



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

Pebblebed Hub of the Jubilee with Pebblebed Federation
Littleham CE Primary School and Woodbury-Salterton CE Primary School

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:
<ul style="list-style-type: none"> All scheduled events on the ELC primary sports calendar were attended last year All SEND events organised by ELC were attended An increase in range and attendance of sports clubs, enhancing children's knowledge and rules in sports they were less familiar with i.e. rugby & netball Staff training to deliver high quality PE sessions (rugby & netball) leading to greater staff confidence and knowledge in teaching PE and working alongside PE sports coaches. 	<ul style="list-style-type: none"> Post lockdown – focus on re-building self-confidence, regaining fitness and supporting wider wellbeing. Increase mobility levels in light of data from national child measurement programme which shows increased childhood obesity levels Breadth of extra-curricular activities Access to active lunchtimes utilising sports leaders to organise areas Further development of CPD program particularly for support staff to enrich PE session for pupils with SEND

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.	WS 87% LCEPS 50% (due to school closure Year 6 lessons were cancelled)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	WS 87% LCEPS 50% (due to school closure Year 6 lessons were cancelled)

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	WS 87% LCEPS 60%
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?	Yes

Created by:   YOUTH SPORT TRUST

Supported by:    

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: £33,825.00		Date Updated: June 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:
					%
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?
SEN Pupils have increased sporting opportunity		Pupils to attend SEN Festivals			Pupils have participated in 4 SEN Festivals and have felt more included in competitions.
Whole school focus on improving opportunity for all children across the schools.		Engage South Dartmoor College outreach educators to facilitate staff training and enable pupil's opportunity to compete and explore sports alongside pupils across the learning community.		£2,175 South Dartmoor Academy £915 venue rental	Whole school approach now evident in PE and Sport as evidenced by lesson observations PE lead demonstrates good PE Sports practice and shares developments in Staff Meetings.
Commission P.E. support to develop a cohesive understanding of physical education across both the school and the local learning community.		PE lead to attend half-termly PE lead meetings.			WS & LCEPS have gained the silver school sports award
Swimming sessions to close the gap between non-swimmers and those that can swim 25M.		At LCEPS, all KS2 pupils to have access to a swimming program throughout the year. At WS all pupils to attend half a terms		£4111.50	See swimming targets above. Children have grown in confidence in the water.

Created by:   YOUTH SPORT TRUST

Supported by:    

	swimming lessons.			Key indicator 1 total: £7201.50
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:
Ensure PE and sport is viewed positively and that it has an impact on our children's attitudes, focus and behaviour.	Promote PE and school sport on school website Include all children within sport, allow for competitive and just participation in different sports. Create a safe environment for children to feel its ok to not always win. Identify less active children and provide fun and engaging activities. Liaise with class teachers to gain feedback on individuals. What impact has tis had on any of the following: behaviour in lessons, readiness for learning, attitude.	Within Key indicator 1	Sports events are regularly through the school website. Less active children have been monitored and increase in physical activity and sport noted. School council were surveyed on what held them back from joining after school clubs and which clubs they would like to go to if they could.	Involvement in sports competition and events is celebrated in CW and on school website. Sport and physical activity can be used positively as additional reward with some groups, helping to encourage positive attitudes (boys in year 4 –football)

Created by:   YOUTH SPORT TRUST

Supported by:    

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:
Improved quality of children's physical education in both Key Stages to ensure they are competent and confident.	Whole staff professional learning to include teachers, teaching assistants and lunchtime supervisors across the year including professional development days: Netball (Oct 19) Rugby (Jan 20) Jenny Mosley MTS active lunchtimes (Sept 19) PE subject leader to provide updates throughout the year in staff meetings. See Key Indicator 1	£10,252	Teachers have been able to improve the quality of teaching with improved subject knowledge and equipment, including the use of PEDPASS. Lunchtimes have become more active and MTAs are more confident in delivering active sessions.	To monitor impact of CPD strategically identifying next steps and planning future implementation.
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:
Additional achievements: Increased provision of after school clubs	Introduction of rugby to KS2 pupils Engage outside agencies to deliver sports clubs to compensate for staff no longer offering after school sports clubs Premier Sport: Gym clubs for KS1 and KS2 TA Staff training Sports leaders costs Purchase of equipment F & L sports	£9431.25 teaching and coaching £7827.36 equipment, apparatus inspections.	Raised attendance in after school clubs, especially in KS1 Rugby taught in Years 3 to 6. Attendance at Local rugby/netball Festivals -School will work together with outside agencies to develop an understanding of pupils sporting abilities. More children are engaged in physical	To explore wider sports opportunities for pupils, accessing external coaches/instructors where required.

Created by:   YOUTH SPORT TRUST

Supported by:    

Continued development of forest school and outdoor sessions.	Forest school ranger form EDDC to work with KS1 and key intervention groups.		activity. Increased outdoor education sessions including orienteering and team building. Staff have increased awareness of provision to deliver the curriculum in this environment.	To explore wider outdoor educational activities. Key indicator 4 total: £17,258.61
--	--	--	--	---

Created by:   YOUTH SPORT TRUST

Supported by:    

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:
To participate in a broad range of competitive sporting events in the local area, to develop resilience, teamwork, responsibility and fair play.	Attendance at a wide range of activities Increasing opportunities for our own children to compete. Staff liaising with PE leads and outside agencies. Clubs and training sessions for pupils Staff training Transport booked Supply cover booked	£2310.00	Children are eager to attend sports events Children have worked with young leaders from ECC to promote competitive sports and have encouraged children to continue their participation in sort as they become older Children have had the confidence to compete against other schools in the learning community. Football Tournaments Girls' Football tournaments Tag Rugby Cross Country events Dance Festival Hockey Festivals Netball Tournaments Cricket Tournaments Rounders Tournaments Quad Kids	To continue to seek opportunity for pupils to compete in a broad range of sporting To track data for different groups of children to ensure they are included and that they access events Key indicator 5 total: £2310

Signed off by	
Head Teacher:	K Gray
Date:	25/06/20
Subject Leaders:	E Milford/S Padbury

Created by:   YOUTH SPORT TRUST

Supported by:    

Date:	24/06/20
Governor:	
Date:	

Created by:   YOUTH
SPORT
TRUST

Supported by:    