

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by

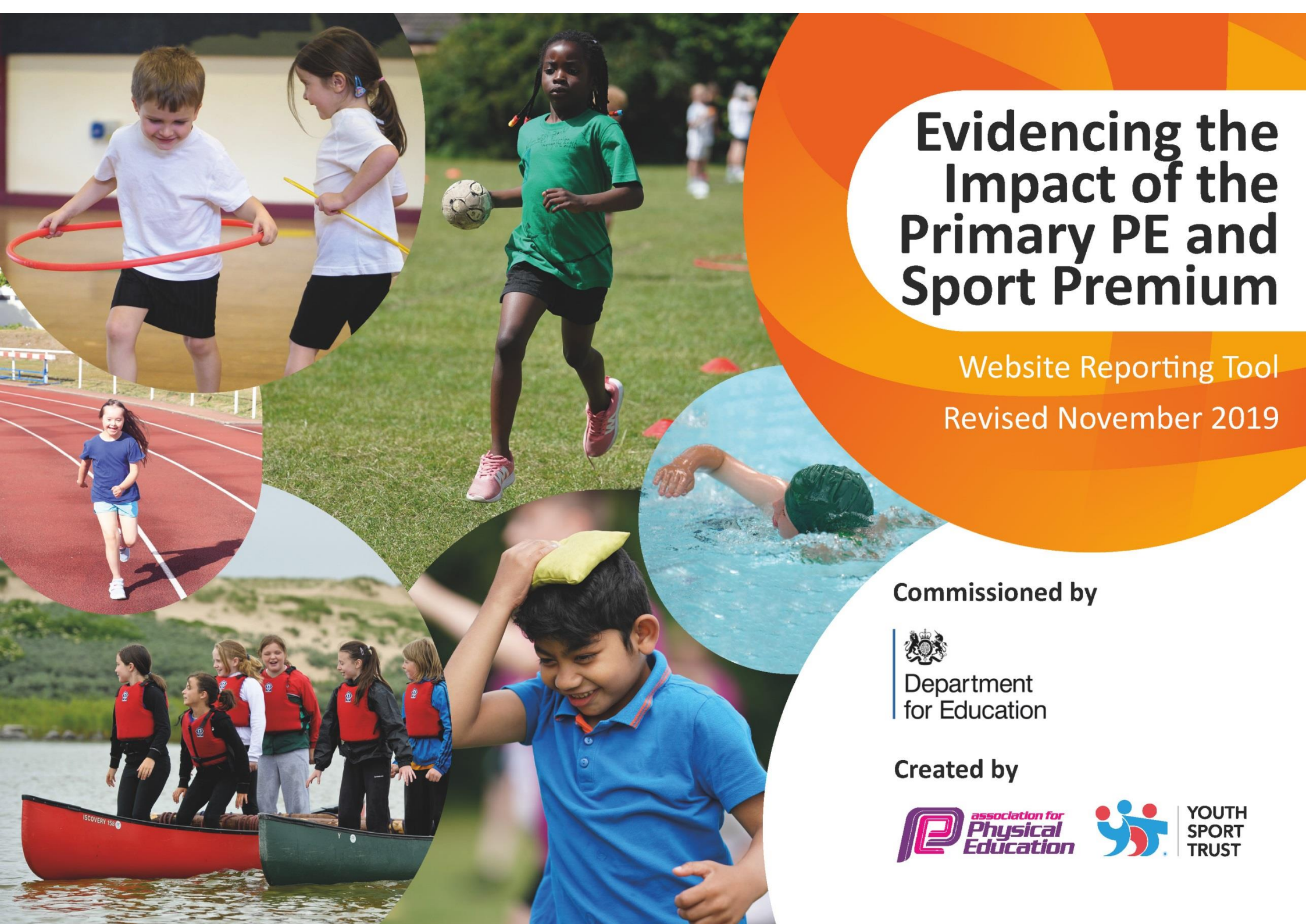


Department  
for Education

Created by



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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 **31<sup>st</sup> 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>Increased participation in GEMS TPA Inter-school competitions across a wide range of sporting areas</p> <p>Increase sports participation across the school particularly within team games.</p> <p>The number of pupils taking part in after school sport has increased significantly.</p> <p>An increase in the amount of physical activity undertaken by every pupil.</p> <p>Increased participation in competitive sport</p> <p>Growth in the range of traditional and alternative sporting activities.</p> <p>The quality of overall provision has improved so that all teaching in this area is at least 'Good' or better.</p> <p>The school is better equipped for a variety of sports and external lighting enables afterschool activities to take place.</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and variety of sports.</p>	<p>Increased ongoing CPD opportunities for class teachers TA's across all areas of the PE curriculum. <b>We have increased ongoing CPD opportunities across all areas of the curriculum. Both teacher and TA's have taught many lessons PE at The Green – leading on the provision. They have also taught Dance lessons throughout the year</b></p> <p>Improvement of the quality of sports provision across the school including lunchtimes and during P.E lessons – with particular challenge and focus for the KS2 pupils. <b>Sports provision has improved across the school including lunch time and PE lessons.</b></p> <p>To develop a sports leader Playground Pal - to lead structured games at lunchtimes – further developing mini sports leaders (KS2 pupils) within the playground <b>Not able to achieve due to Covid restriction, will move it to next year's planning</b></p> <p>Preparation for School Games Mark Application (2020/21) the government led awards scheme that aim to reward schools for their commitment to development of competition across their schools. <b>All in place and ready for the next academic year.</b></p> <p>Continuing developing the skills of our children to enable more children to participate in competitive sports events led by Richmond School Games Partnership <b>will move it to next year's planning, limited opportunities available due to Covid restrictions</b></p> <p>The engagement of all pupils in regular physical activity amounting to at least 30 minutes each day.</p> <p>To increase the number of pupils involved in competitive sport.</p>

	<p>The number of pupils taking part in after school sport has increased significantly. An increase in the amount of physical activity undertaken by every pupil. Participation in competitive sport has also increased</p> <p>To focus on healthy lifestyles. The knowledge of healthy lifestyles across the school has improved due to the number of theory lessons taught in the classrooms.</p>
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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><b>N.B.</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>	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2019/20		Total fund allocated: £19,190		Date Updated:	
<p><b>Key indicator 1:</b> 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>					<p>Percentage of total allocation: 20 %</p>
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>
<ul style="list-style-type: none"> <li>- To use a range of online resources to ensure that pupils are engaged in at least 30 minutes of regular exercise per day so that pupils fitness levels improve across</li> <li>- Increasing physical activity by introducing engaging and interesting play equipment for ALL children.</li> <li>- Promote all initiatives from local organization to encourage students to partake in Physical Activity outside of school hours.</li> <li>- Full participation in physical activities during lunchtime and play times.</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase engaging and interesting playground equipment</li> <li>- Monitor all classes to ensure that the use of purchased online resources is being used consistently across the school</li> <li>- Provide CPD opportunities for staff so they have the confidence and skill to deliver 30 minutes of fitness across the school day</li> <li>- Classes take part in physical activities throughout the school day such as the Daily Mile, Super Movers, Go Noodle.</li> </ul>	<p>£1000</p>	<ul style="list-style-type: none"> <li>- Pupil interviews and evaluations demonstrate that the fitness levels have improved across the school</li> <li>- Pupils attitudes to fitness have improved and they are able to discuss how their fitness has been improved because of the physical activity they are undertaking</li> <li>- Improved level of fitness across the school</li> <li>- Improved understanding of healthy choices and a healthy life style.</li> </ul>		<p>To create pupil sports leaders so that they can lead on and % of the physical activity throughout the school day</p> <p>Not able to achieve due to Covid restriction, will move it to the next year's planning</p> <ul style="list-style-type: none"> <li>- Provide CPD opportunities for staff so they have the confidence and skill teaching and leading physical activity.</li> </ul> <p>Both teacher and TA's taught significant numbers of PE lessons at The Green, they have been observed and feedback was provided. They all increased teaching skills and gained confidence.</p>

- The Daily Mile KS1 and KS2	- The Daily Mile to get all pupils undertaking at least 15 minutes of additional activity per day		- All pupils involved in 15 minutes of additional activity every day. Improved fitness levels across the school	- Daily mile firmly embedded in school day. <i>We have started to embed it in the Summer Term 2 for all year groups. I plan to continue next year.</i>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
Achievements celebrated in assembly (match results plus notable achievements in lesson, competitions. Etc.)	Celebration assembly every to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.	£500	Many pupils at some point in the year have taken part in assembly.	The subject leader has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and the Sport Premium is discontinued.
<b>Purchase notice board to raise the profile of sports achievement across the school</b>	Develop PE board display to raise the profile of PE and Sport for all pupils and visitors.	£400	The notice boards are full of information matches/clubs/results and pupils are keen to get involved.	<i>Limited numbers of matches, clubs, assemblies for children to participate. I will move it to the next year's planning.</i>
Ascertain which local personalities the pupils relate to and invite them to school.	To date there have been 2 local personalities who have spoken in assembly.	£400	Role models – local sporting Personalities so pupils can identify with success and aspire to be a local sporting hero.	

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:
To undertake a series of lesson observations and feedback to staff to build a positive approach to teaching and learning. In order to improve progress and achievement of all pupils the focus is on upskilling the staff.	Teachers will be encouraged to take part in CPD courses throughout the year. Mr Wojtek to help teachers and TA's improve their confidence and knowledge when teaching PE, breakfast and lunch time clubs. <b>To observe all teachers during PE lessons, to provide specific feedback and support and recommend CPD training for areas where teachers lack confidence or skill</b>	<b>£500 - Staff development – Supply Teacher to cover PE Leader time table</b>	Better subject knowledge for Teaching staff - Increased confidence levels and better subject leadership skills enabling the subject leader to lead professional training for all staff - Subject leader supporting less experienced teachers or those lacking in confidence in this area.	Feedback from PE Leader. Observation forms from PE Leader. Teachers to continue to take part in CPD courses throughout the year. This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum. <b>PE leader has observed all the teachers during PE lessons. The feedback was provided and CPD's / targets were recommended to the teachers. All members of staff gained skills and became more confident. Dance scheme of work was purchased to support staff teaching Dance. I have completed a Tennis coach course. Apart from certificate, new knowledge I have received a £250 voucher To spend on Tennis equipment</b>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved - focus particularly on those pupils who do not take up additional PE and Sport opportunities.	<p>Running lunch time sessions. Organising a competitions with other schools.</p> <p>Reviewing lunchtime sports club and inter-house activities.</p> <p>Providing a wide range of after school clubs: Gymnastics, Netball, Football, Cricket, Dance, Multi-skills, and Karate.</p> <p>Undertaking specific CPD courses which are offered through the sports partnership with an aim to get more staff upskilled and involved.</p>	<p><b>Specialist Coaches, Lunchtime , afterschool clubs sessions</b></p> <p><b>£3217.50</b></p>	<p>Wider range of clubs available to all pupils, increased participation, pupils increased their skills and gained further knowledge.</p> <p><b>More staff involved in extracurricular activities and all teachers feel more confident teaching new activities and programmes of study</b></p>	<p>End-of-year pupils and parents survey, feedback.</p> <p>Club timetable and letters to parents.</p> <p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p><b>We continue to offer a wider range of clubs, internal competition (Year 5 Table Tennis, Year 4 Archery) available to all pupils (Karate, Ballet) We have also increased the number of participants,</b></p>

				<p>pupils increased their skills and gained further knowledge. I have organised a Cricket workshop for KS1 and KS2 children run by Middlesex Cricket. We also purchased a Tri Golf equipment so all year groups have a chance to practice a new range of sport.</p>
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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 develop competitive sport with other schools, to provide opportunities for extra-curricular sport competitions and establish relationships with other schools	To enter Richmond School Games Competitions throughout the year. Sports Day Event Liaise with nearby schools, such as Archdeacon, Stanley School, and Orleans Primary School to arrange mini-events between the schools.	Cost of transport/buses to competitive events £1,000 Prizes and Trophies = £123.50 Staff cover PPSSA annual Subscription £250	The fitness levels have improved across the school because of the physical activity they are undertaking This has given our children more confidence and ability to compete against other schools, and to improve their own standard of sporting ability.	More staff involved in extra-curricular activities and all teachers feel more confident teaching new activities. – Other member of staff to take charge of different teams and clubs (Miss Amy running a Netball Club). Member of staff to attend CPD and coaching course. This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.
Opportunities for a greater number of children to participate in a sporting competition. Increase numbers of sports teams across KS1 and KS2 To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.	All competitions are run by school staff by which training sessions would take place prior to each competition. Participation in inter school leagues/ competitions Identify staff member to work alongside PE Leader to develop sport teams Arrange friendly competition - inter/intra school - use the local sport partnership.	Competitions Package £1250  £300  £1000	Engagement in sports across the school has improved in Key Stage 1 and 2.  Pupils gained competition experience and they have perfected previously acquired skills.	Participating in Richmond School Games Competitions throughout the year. To increase the number and variety of competitions. To arrange mini-events between schools. Tracking and increasing number of children participate in a sporting competition.

		<p>= 7,390.50          Remaining          11,799.50 spent          on P.E teacher /          coach</p>		<p>We have increased numbers of participants.          I have organised a Cricket workshop for KS1 and KS2 children run by Middlesex Cricket. Children gain an extra opportunity to practice Cricket skills and will have an opportunity to join Twickenham Cricket Club. 80 children from Y4 and Y5 participated in Table Tennis and Archery organised by me-internal competition          We have started a Netball Club As a part of preparation for future competitions. We run a Cricket Club for Year 4 and Year 5. In July selected children will participate in a Cricket competition.          In July I will also organise a TPA EURO Festival and TPA Olympics Games to celebrate these two huge sports events.</p>
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Signed off by	
Head Teacher:	John Smith
Date:	September 2020
Subject Leader:	Wojciech Muziol
Date:	September 2020
Governor:	
Date:	