# E:\Users\simon.roche\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Evidencing the Impact of the Primary PE and Sport Premium Template 2019 7.3 Images_Page_1.jpg



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (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](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools) 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](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) 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](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).

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 2019: | Areas for further improvement and baseline evidence of need: |
| * Teacher confidence in teaching PE increased (CPD offered for target areas) * Observation of outside agency staff in order to ensure that staff teaching is consistent across school and year groups * Development of effective Sports Leaders (and playtime leaders) through ‘training’ sessions for children * Easebourne offers a very wide range of extra-curricular sports clubs and the numbers of children attending these clubs is increasing (every term) – including breakfast clubs such as karate * Broader experience of a range of sports and activities offered to ALL pupils (KS1 and KS2) * Broad and balanced PE curriculum taught across all year groups (as a result of level 5 PE teacher implementing new curriculum) * Access to more competitions outside of school (with parent support, such as the Chichester corporate challenge) * More opportunities to compete in level 1 and 2 sports competitions * KS1 engagement in PE/ Sport increased significantly * Daily mile implemented and successfully running 4 days a week | * Achieve and maintain School Games Award (Silver/ aim for Gold) * Swimming provision to be succinct across all KS2 classes and be able to offer additional swimming sessions for those children in upper KS2 that need support (identify them early on – is there a club that could be run?) * Achieve and maintain the Quality start award for KS1 * Raise involvement further by providing wider range of early morning activities and lunch-time sports activities through use of class teachers as well as outside agencies (Wednesdays) * Offer change4life club to those children that are less active normally (target group of children, if this is offered during a lunch time ensure that they have a friend invited too) – increase awareness and understanding of healthy lifestyles and activities * EYFS PE resources and scheme of work implemented successfully – continue this with more clarity and training where needed (tree top toddlers) * Assessment in PE being consistent across year groups |

|  |  |
| --- | --- |
| 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. | 76% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 73% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 46% |
| 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 |

**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:** £34,415 | **Date Updated:** 3rd June 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: |
| 46.28% |
| **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: |
| Opportunities in place to ensure that all children receive 30 minutes of physical activity each day in school;  -skip2bfit  - equipment for playtime leaders (including badges for leaders and storage unit to keep playtime leader equipment safe and together)  - task cards for playtime leaders to use  \*Purchase of PE equipment to engage pupils in all lessons – covid-19 guidance requires us to purchase further equipment in order for children to be safe  Purchase of ‘trim trail’ equipment for KS2 | Development of playground equipment and play time leaders so that there is a variety of activities for a range of children (age ranges) to participate in.  Ensure playtime leaders and Sports leaders are helping during break and lunch times – running clubs and activities.  Skip2Bfit workshop days for all children to participate in – this will lead to a club in both KS1 and KS2 (offered after school).  Varied sports clubs on offer – Skip2Bfit with personal best target and display to aid children to get better and give themselves a target (certificates also given out).  Develop active leaning in other lesson areas – such as Active8Maths.  Daily mile to be continued – with staff on board; meetings to be held with playtime leaders as well as midday meals supervisors (across school).  Setting up change4life club to target less active children and invite less active children to attend paid for club.  All pupils engaged in PE lessons  Provision of additional physical activities/ sports via both curricular and extra-curricular provision (particularly in the future).  Obtain quotes to replace the current equipment on the top field for KS2. Some pupil conferencing to identify what the children would like to see – obtain quotes to purchase equipment, have it installed with the correct safety matting. | Workshop @ £380  Playtime leaders equipment (see costing with equipment below)  Playtime leader badges  Playtime leader storage  Playtime leader/ Sports leader target/ play posters  Arrows archery (2 x ten bow packs) @ £639.99 each  Equipment @ £5,547.72  £10,000 (approximately with £10,000 lottery grant) Up to £20,000 | More active playtimes across a range of year groups  Enriched lunchtimes with more children taking part in sporting activities.  Increased amount of children (EYFS – year 6) participating in daily sporting activity (daily mile) – personal targets set to help children increase their participation and level of challenge (as well as to avoid boredom/ silly behaviour during lunchtime daily mile).  Varied programme of sporting opportunities.  Growing number of children involved in competitions  Change4life club helping target children but also educating parents with children about healthy lifestyles during Sports and Health week.  Enhanced enjoyment of physical activity, teamwork skills and resilience developed.  Enhanced enjoyment of physical activity, teamwork skills and resilience developed – area for KS2 to keep active during break and lunch times (especially those that are not engaged with playtime leader activities). | Liaise and train Sports Leaders and lunchtime supervisors to develop more activities at lunchtimes (purchase of some target/ play cards to help playtime leaders with new ideas/ games).  Develop use of playground into zones to offer more variety of sports.  Maintain use of Sports leaders and playtime leaders at break and lunchtimes – ensure that year 4 and 5 are happy to continue to coordinate this on a rota and ensure that children across school are aware of the rota and what is on offer – have a printed timetable by the playtime leader equipment and on the way out into the playground.  Ensure staff continue to be on board with the daily mile – check in on staff and children (reinforce rules – be aware of change of lunch time coming up and impact of this on daily mile).  Introduce change4life club and invite parents into sporting events to keep them involved with healthy living and the sporting world within school.  Equipment purchased ensure that new and additional activities can continue and progress via both curricular and extra-curricular provision.  Ensure that equipment is kept up to health and safety standards. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 16.85% |
| **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: |
| Develop PE and PSHE teaching to raise the profiles of the subject across the school and to promote healthy active lifestyles (mind, exercise, nutrition) that continue outside of school.  Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all children to aspire to being involved in the assemblies.  PE noticeboard to raise the profile of PE and Sport for all visitors and parents – ensure that School Games Award and Quality Start Awards are celebrated on the display and in reception area (where parents are most likely to see this).  Lunchtime playtime leaders training – lunchtime supervisors and Year 4 and 5 children trained to deliver playleaders scheme to younger children in the school – positive impact upon children behaviour and application to the afternoon lessons  PE noticeboard to raise the profile of PE and Sport for all visitors and parents (display board as well as rolling pictures displayed on video screens in the library)  Application for the School Games Award (Ks2) – leading to review and evaluation of the quality of PE and Sport in school.  Application for the Quality Start Award (KS1). Leading to review and evaluation of the quality of PE and Sport in school.  Grounds maintenance – cutting school field and painting lines (outside as well as in the new sports hall – flooring). This has/ will continue to enable a variety of sports both in and outdoors. | Achievements celebrated in assembly e.g. match results, tournaments, festivals, sporting events in the local community, unusual sporting achievements.  Year groups to show cast their talent in sport.  Teachers to make more use of the markings on the playground and plan cross curricular lessons focusing especially on English and maths.  Enable pupil access to improved quality of lunchtime playground activity provision.  To train year 5 pupils and midday meals supervisors so that they can deliver games and intra-school competitions for younger children  Contact with BM (SGO). Attend training offered at other primary schools to aid in application process and undertake critical in depth self-review of the school delivery of PE.  Complete form and arrange a validation visit.  Book staff meeting to showcase the award and plan to hav pupil and parent conferencing (announcing award to parents and children).  Complete form and arrange a validation visit.  Book staff meeting to showcase award and plan to have pupil/ parent conferencing.  Communicate and encourage press coverage for this.  Contact Burleys and ensure that line paintings happen to maintain the school field and in preparation for Sports days. | £200 (medals/ certificates)  £300 (approx.)  £300 (approx.)  £5,000 | Healthy lifestyles promoted across the school. PSHE leader (or PE coordinator) to develop knowledge, skills and understanding needed to teach about mental health and safely and effectively.  Evidence – planning, displays, celebration assemblies, photographic evidence (staff, pupils and parents), website, Moodle and participation in change4life club.  Children to have taken part in assembly throughout the year (all children)  Parents and carers invited to the assemblies  Noticeboards to be full of information about matches, clubs, tournaments and photos and children keen to see the board and their achievements.  Learning mentors could employ a range of activity ideas as part of 1:1 pupil interventions e.g. sensory and physical stimuli  Invite parents to assemblies throughout the year – noticeboards are full of information about matches, clubs, tournaments and how to stay healthy with photographs – should encourage children to be keen to see the board and how their school and peers are competing.  Award focusses on the impact that high quality PE/Sport delivery has on children which should result in a far greater focus on outcomes rather than just provision which in turn will motivate children to always do better having an impact on participation levels.  Sports leaders running lunchtime clubs and activities for a range of age groups. Target children who are unable to attend after school clubs.  Friendly competitiveness –understanding of how to be a true sportsperson.  This award focusses on the actual impact that high quality PE/Sport delivery has on children which should result in a far greater focus on outcomes rather than just provision which in turn will motivate children to always do better having an impact on participation levels.  Sports Leaders running lunchtime clubs and activities for a range of age group. Targeting children who are unable to attend after school.  Increase number of sports related clubs being offered for children across KS1 and 2.  Growing number of children involved in competitions.  Varied programme of sporting opportunities. | Participation in county and local area PE CPD to support subject leader management and continue upskilling on non-specialist teaching staff.  Continue to ensure that clubs offered feed into tournaments that we will be attending across the year.  SLT (hopefully) will see the benefits of the raise profile in school and is committed to funding and supporting these areas.  Children proud to be involved in assemblies and have their pictures displayed on the sports board – photos impacting on confidence and self-esteem. Positive impact on behaviour and learning across the curriculum.  Improved self-esteem, enhanced enjoyment of physical activity.  Ongoing monitoring of efficacy of lunchtime playtime leader provision; midday supervisors and staff periodic assessment of scheme.  Working document with clear areas for development identified: areas to be addressed over the next three years.  Sports leaders to run lunchtime clubs alongside trained members of staff.  Working document with clear areas for development identified: areas to be addressed over the next three years.  This has/ will continue to enable a variety of sports both in and outdoors.  Book with SBM each year; ensure that sports markings take place. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 7.49% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| In order to improve progress of achievement of all pupils the focus will need to be on up-skilling staff – staff will be offered team-teach training (SCS or Aspire) in order to improve teacher confidence and improve quality of PE lessons.  HC to provide training on assessment and employ new policy for delivery of PE based on level 5 criteria/ course.  AP: Employ a member of the afpe health and safety team to deliver a workshop for all staff in Safe Practice using the afpe publication as a basis for risk assessment and safety in all areas of activity both in the curriculum and in / out of school clubs.  Join afPE (school membership) to ensure access to specialist and expert support, keeping the school fully up to date.  Health wheel | Staff audit to determine teaching areas of concern and required improvement re: curricular PE and games  Identification of quality-assured external specialist PESSPA company who can support teaching staff with instruction and provision of schemes of work/ lesson plans.  Contact afpe office and book a full day workshop preferably Autumn term with one of the H&S team during one of the 5 allocated Professional development/ learning days.  Access membership information on afPE website and ascertain relevant information regarding cost/ benefits etc.  Speak with other Rother Valley Schools to get advice.  Pupil conferencing asking about physical activity outside of school (including parent/ guardian/ grandparent involvement in physical activity outside of school).  Purchase health wheel license | £1,500  £900 (including money reserved for purchase of new Safe Practice book).  £160  £20 | Employ company to help deliver team teaching in variety of year groups – focus on new teachers in attendance – years 1 and 3 as focus year groups.   * Invoices and receipts * Lesson plans * Increased staff confidence and ability to teach high quality PE lessons * HLTA’s to receive training to aid with lunchtime as well as class cover   Wider impact – skills, knowledge and understanding of children increased significantly. Children enjoying PE sessions, keen to take part and demonstrate – a desire to learn and improve  Advice provide across complete physical education curriculum to assist teaching staff with self and pupil protection from potential risks.  External information will include reference to best practice with scope for using a basis for school’s health and safety policy  Increased participation levels.  All staff should feel confident in ensuring all safety requirements are met and as a result all pupils feel safe and secure; this should encourage them to challenge themselves to go the extra mile and therefore improve their overall attainment.  Feel secure in the school environment impacting on whole school improvement as children develop the ‘can do’ attitude and a willingness to try harder. Will develop a pupil survey to help evidence the ‘feel good factor’.  Children should benefit from knowledgeable and confident staff who will be kept up-to-date with all developments. Subject leader, staff and children should keep ahead of developments.  Children should be able to articulate the difference between PE, Sport and Physical Activity.  Pupil conferencing asking about physical activity outside of school will hopefully indicate involvement of parents and more involvement from children. | Sustainable legacy which will impact on children and young people  Sustainable professional development  Addresses high standards of teaching and learning and will create additional positive impact on the school development plan outcomes  Increased staff confidence and ability to teach high quality PE lessons  SLT observation – across class teachers delivery PE from school as well as outside agencies  Increased staff confidence and ability to lead dance  Instruction within curricular and extracurricular settings  Continued training for non-specialist teaching staff (where identified).  Subject leader to ensure that staff are kept up –to-date through staff meetings and dissemination of information that is readily available on the afPE website o through contact with the H&S teams (open to all members).  Membership to be purchased and then renewed each year from the school budget if PE and Sport funding is discontinued. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 18.33% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Continue to offer a wider range of activities both within and outside the curriculum in order to involve more children across all year groups.  More key staff to be trained to administer Forest School sessions so that all children can attend Forest School sessions throughout the year (ideally staff from EYFS, KS1 and KS2)  Top up swimming to address less able children.  Specialist coaches running sessions during curriculum time and during lunch/ after school in order to offer wide range of activities to be able to provide all children with diverse experience of sport. | Undertake offers which are offered through Sports partnerships, football clubs etc that are offered (potentially available to upskill school staff too)  Carry out pupil survey to ascertain which sports children would like to see/ participate in at school  Set up change4life club (invitation only).  Schools half marathon – club and completion of half (something that could be offered again).  Enough staff trained as Forest School Leaders  All children to be able to swim 25 metres by the end of KS2; perform a range of strokes and demonstrate competence with self-rescue (identify whether this should be an invitation only club or whether we can offer this in place of PE sessions for some children).  Contact coaches and organised days that were appropriate for sporting clubs (lunchtime/ after school).  Invite disadvantaged families to join sports clubs at reduced rate to encourage wider variety of children engaged in sport. | £479.74  Level 2 (2 @ £475)  Level 3 @ £950  £1,900  £1,380  £1,855 + £696 = **£2551** | Wider range of extra-curricular clubs on offer e.g. karate  Targeted children to attend extra-curricular clubs  Children to experience a new sport and improve self-esteem and confidence  All children to experience at least a half term of Forest School  All targeted children to have accessed additional swimming provision and met the DFE end of KS2 target for swimming 25m independently.  Increased amount of personal and team competitive play available.  Build emotional resilience to enable children to meet future challenges of everyday life. | Continue with clubs next year (Aut 20 onwards)  Introduce new clubs (Aut 20)  Staff work together to share practice which will lead to better confidence and more staff keen to get involved to ensure extra-curricular clubs will not only continue but thrive  Hopefully less dependence on ‘experts’ coming in to teach PE because staff are more confidence (see workshops with Skip2bFit)  Rolling programme to ensure adequate number of staff trained at all times  Target the struggling swimmers from the current Year 3 and 5 cohort for access to top up provision.  School will become less dependant on ‘experts’ coming in to teach PE and Sport as staff are more confident and keen.  Wider variety of children engaged in physical activity more often. Continue to lead ‘exciting, new and varied’ clubs through expertise of our own teachers. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 0.43% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Introduce additional competitive sports identified by children in survey to engage more children (across KS1 and KS2). MRC school games pack and surrounding Rother Valley Schools.  Engage more children in inter/ intra school teams | Participate in as many competitions as possible from MRC games pack and other games festivals.  Set up an action plan with sports leaders to run at least one competition each half term.  Build up relations with other sports co-ordinators in the area to arrange inter/ intra school competitions.  Display results, pictures and tables on Sports board.  Give out certificates in Assembly.  Use Sports leaders when doing sports clubs (as a warm up leader etc) and ensure that they are helping the playtime leaders to competently and effectively deliver the sports offered at break/ lunch times. | £150 | Access SGO organised primary competitions  Activities raise pupil participation levels within sport-specific inter-competitions.  Increased attendance in competitions organized by MRC School Games which has led to more children being able to experience taking part in competitions and engaged in wider variety of sports activities.  Each child to represent their Sports day team in competition (including sports day).  Increased participation – team spirit with new sports clothing purchase (tbc).  Gold mark awarded for School Games! | Aim to sustain and further increase the number of children participating in intra and inter-school sports competitions (find something local or make local connections for KS1 too).  Aim to sustain and increase range of competitions involved in.  Investigate virtual competition opportunities.  Employ additional help from Yr4 and 5 Sports leaders to address school games website profiling of competition participation.  Continue to work closely with MRC and other cluster schools to develop more competitions.  Competitions to take place every year (termly where possible) and purchase some medals/ trophies to celebrate this. |

|  |  |
| --- | --- |
| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: |  |
| Date: |  |
| Governor: |  |
| Date: |  |