

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

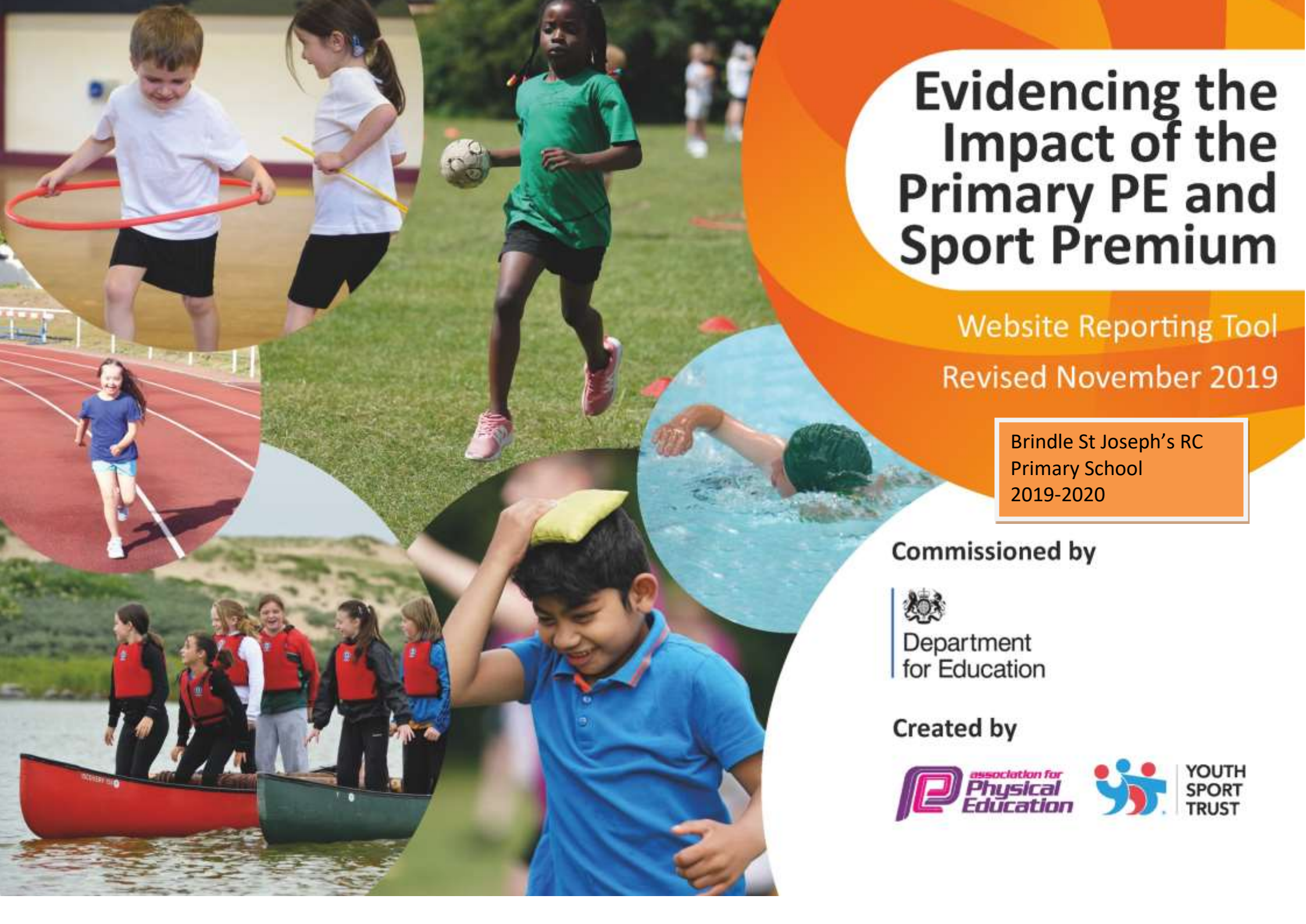
Brindle St Joseph's RC
Primary School
2019-2020

Commissioned by



Department
for Education

Created by





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

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Integrated tracking system in place through PE Passport App • Target groups of pupils with low participation in PA • Extra swimming for those not meeting requirements by Y4 • Use of iPad for teacher assessment and peer coaching • More structured break and lunch times using zones and coaches to target specific skills • Continued access to swimming lessons for targeted children not meeting swimming requirements. • Increase number of intra-school competition at lunchtimes • Sports as a regular agenda on School Council • Sports Awards celebrated at achievement assembly and on newsletter • Repairs to outdoor Adventure Playground 	<ul style="list-style-type: none"> • PE Passport App to track all attainment across all PE units of work in the next academic year (6 in total) • Teaching staff to receive CPD through observation and team teaching with specialist sports coaches • Participation in virtual sports competitions and intra-school competitions to increase participation in competitions • Increase data tracking through the App to identify and target specific children to increase their participation in sports clubs and activities • Use sport as a vehicle for wellbeing and mental health

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

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 Additional terms swimming for Year 2 and non-swimmers
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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

Academic Year: 2019/20		Total fund allocated: £		Date Updated:	
<p>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</p>					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:
The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	<p>Bought in sports coaches to deliver one P.E. session weekly to support staff CPD throughout the year covering all aspects of the curriculum for Years 2-6, plus additional coach from SportsCool to encourage physically active lunchtimes</p> <p>Extra term swimming for Year 2 and Year 3</p> <p>Extra term swimming for non-swimmers not meeting National Curriculum requirements</p>		<p>£2825 for South Ribble Sports Partnership, plus additional coaching from SportsCool £7431.39</p> <p>£2,249.60</p>	<p>Wider engagement in a variety of sports including new aspect e.g. yoga</p> <p>43% of Year 2 are proficient swimmers over a distance of at least 25m</p> <p>78% of Year 3 are proficient swimmers over a distance of at least 25m</p> <p>100% of non-swimmers achieved the minimum swimming requirements by Year 6</p>	<p>Increase the amount of taught P.E. with specialist coaches.</p> <p>Continue to fund lunchtime sports coach and increase the number of intra-school sports within 'bubbles'</p>

	Repairs to the adventure playground for regular use at playtimes			
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:
Whole school improvement in wellbeing of pupils – physical, academic and social. P.E. to be a vehicle for supporting children with resilience and teamwork	Lunchtime sessions delivered by Sportscool 5 days a week across all ages Playground zoned and activities supervised by sports coach Sports coach to target children for inclusion using a variety of activities including dance with outside speaker	Additional coaching from SportsCool £7431.39	The school qualified for the Silver Games Mark Award The school qualified for the Lancashire games final Sports Ambassadors had a positive impact on leading sports activities and representing sport within school and on the school council	Participate in virtual competitions Focus on physical exercise as a vehicle for improving wellbeing e.g. make more use of online resources used during lockdown – Super Movers, Go Noodle etc.

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:
<p>Staff feel confident in delivering a range of quality lessons in all areas of the P.E. curriculum</p> <p>Sport and P.E. are recognised as vehicles for teaching skills such as creative thinking and problem solving (Moving to Learn)</p> <p>Staff feel confident in assessing a range of core skills and attainment in P.E. for each key area of the P.E. curriculum</p>	<p>Purchase of 4 iPads and Lancashire 'P.E. Passport' App</p> <p>P.E. co-ordinator to attend CPD to keep up to date with changes to the curriculum and use of the new App purchased for teaching and learning, assessment and tracking in P.E (curricular and extra-curricular)</p> <p>P.E. co-ordinator to lead CPD on use of 'P.E. Passport' as a tool for teaching, assessing and tracking achievement in P.E. with all staff</p> <p>Staff to use the new App in P.E. lessons and Assess 3 units at the end of the year when confident with the App</p>	<p>£599 for App and additional £1992 for class iPads to assess and track PE across each class</p>	<p>Feedback from staff regarding the Lancashire P.E. Passport is very positive in terms of aiding teaching and learning and assessment across the age groups.</p> <p>All staff have used the Lancashire P.E. passport across 2 units and assessed one unit successfully.</p> <p>Good communication has been established between coaches and staff leading to greater understanding of year group expectations and assessment.</p>	<p>Track progress across every unit in the next academic year</p> <p>Use the App as a sports coach during lessons and develop peer assessment to enable children to assess their own and others performance</p> <p>Purchase 4 more iPads to enable peer assessment to take place within lessons.</p>
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	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:

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 enable more pupils to participate in school competitions and fixtures across a broader range of sports	Participation in a range of competitions organised by South Ribble Sports Partnership Participation in KS1 competitions SRSP Participations in KS2 competitions SRSP School transport to competitions provided.		The data over 2 terms this academic year shows; 87% of children at KS1 and 56% of children took part in inter-school competitions over 2 terms. 65% of Pupil Premium children took part in competitions (Reception Pupil Premium are too young for competitions within SRSP)	Engage with virtual competitions through SSP Continue to track participation in competitions with the aim of enabling all children to compete in at least two events per school year. Review sports day events and organisation Fund cover for increased participation in sports competitions during the school day.

Signed off by	
Head Teacher:	D. Dewhurst
Date:	17-07-20
Subject Leader:	P.Park
Date:	15-07-20

Governor:	
Date:	