

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned



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 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 2019:	Areas for further improvement and baseline evidence of need:	
<p>Continue to attend Tuxford family PE Collaboration Events to allow more children to take part in a range of sports</p> <p>Offered two residential trips to children which focused on sporting activities not usually offered within the school – caving, canoeing, abseiling</p> <p>The majority of children(2 out of 3) successfully completed their NICAS level 1 Climbing Award.</p>	<p>Aim for our Silver Award from School Games</p>	
Meeting national curriculum requirements for swimming and water safety.	100%	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	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?	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: £16,300	Date Updated: December 2019		
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: 60%
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:
Inspiring levels of participation through a wide range of sports of offer. Impact: Pupils to make informed choices about healthy, sporting lifestyles Pupils participate positively to sporting opportunities Increased participation from pupils due to a wider, new and challenging range of activities on offer Sports Leaders to encourage pupils to take an active	Wide range of sports and activities offered-e.g Tag Rugby, Running Club, basketball, gym festival, Climbing NICAS level 1, Forest Schools, Daily Mile Coaches and transportation organised so the pupils can attend sporting events Sports Leaders trained and leading activities at breaktimes. New PE equipment to be purchased to improve the	£10,000	The annual Fun Run furthered partnerships between our Federated schools and other local schools who participated in the after school event. Families/staff also joined in the 2nd Fun Run. Feedback from the children and families evaluated our sporting offer to be varied and exciting which encouraged the children to	

enjoyable approach to physical activity especially when outdoors.	quality of the PE teaching and new play time sports equipment to be purchased to play games at break times		participate. Children's feedback of Forest Schools shows their recognition of its importance.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12%
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 the pupils ability to persevere and increase self-confidence through their sporting achievements. To develop their ability to work as a team, supporting, encouraging and taking pride in the achievements of others. To develop their understanding of the need for commitment and discipline in order to develop new skills	Participation in team events Participation in activities reliant on others to achieve an objective Create a sporting noticeboard to improve the profile of sports and physical activity.	£2,000	Pupils can talk about their achievements with a sense of pride Pupils can transfer skills developed in sporting activities to other areas of the curriculum.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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:
Through buying in professional sports coaches, school staff are up skilled through CPD in the teaching and learning of PE Purchase of the iPEP – to develop the skills of teachers teaching a series of lessons in PE and improving assessment of PE Impact: Staff are more competent and confident in leading PE activities	Professional sports coaches deliver CPD to staff when delivering high quality PE lessons. PE co-ordinator to attend termly meetings at Tuxford Academy to up skill in terms of leadership and cascade this and new initiatives to all staff. Monitor the quality and provision of PE to assess impact of CPD. Ensure iPEP is on all ipads for staff to use during lessons including outside coaches	£2,000	Pupils are able to access in and participate in a wider range of sports	To continue to provide CPD for staff
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%

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>To provide opportunities to try a wide range of sports and activities</p> <p>Additional achievements: Pupils are signposted to activities that are new to promote a healthier lifestyle.</p> <p>Increased participation in children actively involved in a broader range of activities</p>	<p>Children are completing their NICAS level 1 Climbing award</p> <p>Residential provided the opportunity for children to go rock hopping, caving climbing and trekking</p> <p>Participation in the Forest schools initiative have provided opportunities for children to be active within a forest environment</p> <p>Coaches/ transport organized so pupils can attend sporting events.</p> <p>Book events such as archery to link to topics to increase participation</p>	£1,000	<p>Increased number of children participating in a broader range of sports leading to a healthier lifestyle</p> <p>Children are actively participating in physical activities so behaviour at these times has improved and children are generally feeling healthier.</p>	<p>Evaluate the sporting activities on offer with the children and parents to identify next steps.</p>

Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:
					6%
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>Improve the range of competitive sports on offer through increased attendance at Tuxford family sporting events.</p> <p>Pupils participate positively during competitive sporting activities</p>	<p>PE co-ordinator to attend termly meetings at Tuxford Academy to identify competitive sporting activities to participate in</p> <p>Subscribe all pupils into the Tuxford PLT</p> <p>Organise the inter schools running competition</p> <p>Organise/run the annual sports day between the federated schools</p> <p>Coaches booked/ transport organized to allow pupils to access competitive sporting events</p>	<p>£1,000</p>	<p>Pupils participate in competitive sports to develop their ability to work as a team and individually to</p> <p>Demonstrate good sportsmanship.</p>	<p>Identify more competitive sporting opportunities in the year to provide more participation in competitive games.</p> <p>Aim for the Silver Level of Schools Game Mark</p>

Signed off by	
Head Teacher:	Kathryn King
Date:	September 2019
Subject Leader:	Cath Davies

Date:	September 2019
Governor:	
Date:	

