

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 **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: |
|--|---|
| <ul style="list-style-type: none"> - Climbing frames installed in September 2018 have been well used and the impact is seen through pupil voice - Children take part in swimming lessons - Continue to provide children with adventurous sport experiences through school residential and trips - Continue to develop extra-curricular clubs - Continue to take part in competitive events such as cross country - Lunchtimes are more structured with more varied play opportunities for children | <ul style="list-style-type: none"> - Develop the children self-esteem and confidence through outdoor learning - Develop a balanced and comprehensive programme to healthy living which focuses on regular exercise for all children as well as a healthy diet - Work with parents to support children's wider well being - Develop the curriculum to ensure that children's wider well-being needs are being met and they are taught how to live a healthy, balanced life |

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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>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> | To be completed at the end of the summer term 2020. |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | |
| 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/No |

Bunwell Primary School 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: £16,750 | | Date Updated: January 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: £4,861 / 29% |
| 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?: | |
| Continuation of the daily mile initiative to promote physical activity throughout the school. | Classes participating in the daily mile to improve the amount of physical activity completed in school on a daily basis. | N/A | | Children now able to complete the daily mile and show improvements in performance over time. | Time planned into timetable to allow time for the daily mile. Pupil voice to measure impact and areas for improvement. |
| To ensure that lunchtimes are active and all children have access to high quality equipment. | Children are engaged in active, purposeful play at lunchtimes. | £250 per term | | Lunchtimes are active and children are regularly taking part in physical activity. | Regularly review equipment available and ensure it is fit for purpose. |
| To enable children to attend Forest Schools | School provides safe, effective equipment and tools for children to use during Forest Schools supported by trained members of staff. | £3,000 | | Children have the opportunity to engage in Forest School activities and increase their physical activity. | Forest Schools is integrated into the whole school curriculum and becomes embedded. |
| Invest in InvestEd Wellbeing programme to support children’s physical and mental wellbeing. | School provides children with a different experience of exercise which promotes physical and mental wellbeing. | £1,111 | | Children have opportunity to develop long term skill and benefit from the physical and wellbeing benefits associated. | Ongoing programme which will promote health and wellbeing. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|---|--------------------|---|--|
| | | | | £4,900 / 29% |
| 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 children to attend Forest Schools. | School provides safe, effective equipment and tools for children to use during Forest Schools supported by trained members of staff. | £3,000 | Children have the opportunity to engage in Forest School activities and increase their physical activity. | Forest Schools is integrated into the whole school curriculum and becomes embedded. |
| To launch the Jigsaw PSHE scheme of work. | A whole school approach to PSHE and healthy lifestyles will ensure coverage and progression for all. | £1,900 | Children will have relevant learning experiences and their physical and mental health will be nurtured, equipping them to access the wider world successfully | PSHE/PE subject leaders to work in conjunction to monitor and assess scheme of work. |
| Key indicator 3: Increased confidence, knowledge and skills of <u>all</u> staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | £750 / 4% |
| 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: |
| Staff attending relevant sports CPD through SNSSP. | Staff delivering PE lessons are increasingly confident and they are high quality lessons. | As part of SNSSP | Staff will be attending CPD sessions throughout the year | Staff will be able to disseminate CPD to the wider team and Trust staff. |
| Develop PE curriculum to support staff in delivering high quality lessons across a broad range of sports. | PE subject leader to map curriculum, skills and progression as well as resourcing each sport to support all staff in delivering high quality lessons. | £750 | Lessons will be purposeful and well resources thereby enabling children to progress and learn more skills. | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | £3,111 / 19% |
| 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: |
| Provide a programme of school trips which incorporate a range of sports and adventurous activities eg. Eaton Vale, Hilltop, Thetford Forest etc. | Trips are planned with thought and consideration, building on skills learnt previously. | £2,000 | Children will be able to enjoy a broad range of sports and experience which support them lead a healthy and active lifestyle but also develops their resilience and ability to take risks. | Trips will be planned on a two year rolling programme to ensure that all children experience the same activities and sports. |
| Invest in InvestEd Wellbeing programme to support children's physical and mental wellbeing. | School provides children with a different experience of exercise which promotes physical and mental wellbeing. | £1,111 | Children have opportunity to develop long term skill and benefit from the physical and wellbeing benefits associated. | Ongoing programme which will promote health and wellbeing. |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | £3,500 / 21%% |
| 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: |
| Provide transport costs for children to attend competitive and cluster events. | Organise coaches to take children to and from events | £2000 | Children will have experience of competitive sport. | Ongoing programme of events through cluster and South Norfolk. |
| Join Norwich City Community Sports Initiative to provide children with a wider range of competitive sport. | Regular meetings between school PE subject leader and NCCSF to meet needs of school. | £1500 | Children will increase their participation in competitive sport. | Develop so that this includes a programme of regular events. |

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| Signed off by | |
| Head Teacher: | E. Husbands |
| Date: | December 2019 |
| Subject Leader: | B. Tuckett |
| Date: | December 2019 |
| Governor: | D. Clover (Chair) |
| Date: | December 2019 |