

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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SPORT
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.

<p>Key achievements to date until July 2020:</p> <p>Development of outdoor activities, including improving Forest School area; support swimming sessions and deliver additional Rebound Therapy sessions. Swimming curriculum has been rewritten to incorporate early water confidence for young children with SEND.</p> <p>Outdoor play sessions are more engaging, with some children beginning to participate in team games, such as cricket and basketball.</p> <p>Reduction in number of incidents of behaviour following the appointment of mid-day assistants to develop skills such as sharing & taking turns.</p> <p>From March – July 2020 (COVID19), a range of learning resources and suggested activities for children to engage in at home have been provided in order to keep children mentally healthy and physically active and to support carers/parents. Supported through online activities such as Black Country Rainbow Hour, through partnerships locally, activities created by ourselves. This was continued through the summer break and into Autumn term.</p>	<p>Areas for further improvement and baseline evidence of need:</p> <ul style="list-style-type: none"> • Increased opportunities for pupils to engage in community activities such as Wolf Mountain, local soft play areas and adventure playgrounds. • Invite a range of specialists in to school in order to showcase greater range of physical activities such as Tumble Tots and dance. • Increase range of opportunities for physical literacy – one day per term ‘Let’s Get Physical’ days – whole school events. • Provide additional Rebound Therapy sessions for identified pupils. • Provide additional Fun with Food sessions to increase pupils’ exposure to and stimulate interest in a range of healthy foods.
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<p>Meeting national curriculum requirements for swimming and water safety.</p> <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>	<p>N/A – pupils attending Broadmeadow are aged from 3 – 7 years, with severe and complex learning difficulties. However developing a love of water and the impact it can have on each child’s wellbeing is a priority and ensuring that they can play confidently in the water with support.</p> <p>N/A - as above</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>N/A - as above</p>

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>N/A – as above. Ensuring our children understand that though water is fun, it has its dangers is a priority for our school.</p>
<p>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?</p>	<p>Yes – during the Autumn Term 2019, an extra swimming lesson per week was provided for identified pupils, due to the need for 1:1 support to access swimming.</p>

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: 2020/21	Total fund allocated: £16,340	Date Updated:	Percentage of total allocation: %
<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>			
Intent	Implementation	Impact	21%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To inspire children and young people to develop and lead healthy, active lifestyles within and beyond school	Provide additional Fun with Food sessions to increase pupils' exposure to and stimulate interest in a range of healthy foods. For pupils to understand the link between food and how it supports them in being physically active.	Pupils are able to identify and select a range of healthy food options. This is part of our whole school development in response to the Rochford Engagement model, to support pupils to <i>initiate, persist, engage, develop awareness and realisation.</i>	Staff refresher and induction training re 'Fun with Food' programme to upskill all staff, to use during daily activities.
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>			
Intent	Implementation	Impact	51%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
School improvement priority is to continue to develop pupils' physical skills and abilities.	Increased weekly opportunities for identified pupils to participate in rebound therapy.	Pupils are now progressing through the award system for Rebound Therapy which is	Continue to develop a sustainable volunteer and staff training programme in order to

	<p>Increased weekly opportunities for identified pupils to participate in additional swimming sessions.</p> <p>Increased opportunities for pupils to engage in structured outdoor active play sessions.</p>	£8,250	<p>supporting their engagement and understanding. Pupils are showing considerable progress through the school's own swimming programme. Pupils are learning to share, take turns, develop ball skills and an understanding of team games.</p>	<p>provide extra support for pupils during swimming and rebound sessions; to give volunteers and staff opportunities to develop their skills and knowledge – sustainable workforce development and succession planning is a priority.</p> <p>Percentage of total allocation: %</p>
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	7%
<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>To increase all staff confidence and expertise when teaching physical literacy.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Planning and delivery of one day each term dedicated to 'Let's Get Physical' – a carousel of exciting and highly motivating activities to develop fine and gross motor skills. Staff meeting time to share ideas, for joint planning and creating resources.</p>	<p>Funding allocated:</p> <p>Staff planning and preparation time - £1,200</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>All pupils are able to participate in a wider range of physical literacy activities in order to further develop their gross and fine motor skills.</p>	<p>Sustainability and suggested next steps:</p> <p>All staff have greater confidence in providing a wider range of activities to develop physical literacy skill in their pupils. A bank of activities is provided to enable staff to deliver exciting and motivating activities.</p> <p>Due to Covid 19 this activity was carried forward – this is now a priority for all children to support their well being after recent events.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	15%
<p>Percentage of total allocation: %</p>				

<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>Additional achievements: Pupils experience and have opportunities to participate in a range of new and different physical activities</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Class visits to community physical activity centres such as Wolf Mountain and soft play centres.</p> <p>Visitors are invited into school for all children to observe and participate in a range of physical experiences, for example Tumble Tots and dance.</p>	<p>Funding allocated:</p> <p>£2,500</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>All pupils are able access community facilities to participate in new physical experiences, to gain new skills in climbing, balance, co-ordination, co-operation.</p> <p>Reduction in anxieties when using public facilities.</p> <p>Pupils gain confidence and motivation to try out new experiences.</p>	<p>Sustainability and suggested next steps:</p> <p>Families are able to take their children to community events and to use public facilities outside of the school day.</p> <p>Pupils are able to participate in physical activities along with family members.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				
<p>Intent</p>		<p>Implementation</p>		
<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>To access local and county festivals and celebrations appropriate for children.</p> <p>Pupils achieve personal best which is appropriate competition given pupils degree of learning difficulty across a range of planned physical activities.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Sensory events at other schools</p> <p>SMILE events through the county.</p> <p>School Sports Day planned for in Summer Term 2021 to celebrate and evidence what the pupils have achieved and to inspire / motivate the parents to provide additional opportunities at home.</p>	<p>Funding allocated:</p> <p>£500</p> <p>£500</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Linked to School Games.</p> <p>Each child to access a festival or celebration throughout the year.</p> <p>P.E. Co-ordinator will evidence and demonstrate impact on health and wellbeing.</p>	<p>Sustainability and suggested next steps:</p> <p>Develop activity throughout the day and into the home by inspiring and supporting pupils to access outside opportunities and for the parents to support at home.</p> <p>Parents are invited to attend and participate in School Sports Day.</p>
<p>Percentage of total allocation:</p> <p>6%</p>				

					Personal activities /challenges can be sent home for each child to try out with families. PE coordinator to access network day to gather ideas and support.
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Signed off by	
Head Teacher:	<i>K. [Signature]</i>
Date:	14/09/2020
Subject Leader:	
Date:	
Governor:	S. E. Wick. Chair of Govs
Date:	14. 9. 2020