

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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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 2021:	Areas for further improvement and baseline evidence of need:
<p>Development of curriculum to offer a more broad and varied selection of activities for pupils using Complete PE resource.</p> <p>Embedded active literacy and numeracy sessions.</p> <p>Virtual Competitions entered during Lockdown.</p> <p>Coach to Tokyo challenge offered to all pupils and families to encourage them to be more physically active.</p> <p>Virtual PE sessions run by CGS ASCO each week during Lockdown.</p> <p>Sports Day run in-school and parents were able to attend for the first time in two years.</p> <p>Cricket Outreach run for 6 weeks by Chance to Shine.</p> <p>Increased fitness levels and stamina of pupils across the school, through additional physical activity each week due to Daily Mile sessions. This included the Daily Mile distance badges to encourage children to increase speed and distance each day.</p> <p>Virtual Tokyo Dance session run across the Federation linking with the KS2 Olympics topic.</p> <p>Fitness Profiling carried out and results analysed by teachers to plan in next steps for pupils.</p> <p>100% attended a Key Stage 2 Level 2 competition.</p> <p>Clubs re-started and were offered to all children (KS1 and KS2)</p>	<p>Increase the amount of opportunities for children to get their 30/30 a day in and out of school, through P.E challenges & active homework.</p> <p>Retain Platinum school games mark</p> <p>Based on the Heatmap tool, consider more ways of creating an active curriculum eg. Active SPAG.</p> <p>Increase club participation for the whole school with more offered to KS1.</p> <p>Swimming – due to this not taking place for two years, 2022.23 may require booster sessions for Year 6 as well as the regular swimming slot for Key Stage 2.</p>

16 sporting activities have been attended (virtually and in-person)	
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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.	73%
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?	73%
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: 2021/22		Total fund allocated: £16, 630 + £2933.65 Underspend from 2019.20		Date Updated: 10.09.22	
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					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To have more children, more active, more of the time. This directly impacts on the children's academic achievement, mental well-being, their self-esteem and overall fitness.		To enrich our provision in school through the use of CGS Outreach and the weekly ASCO visit. To include a greater range of lunchtime and after-school clubs to encourage greater participation. Make effective use of the Heat Maps, Participation Trackers and monitoring of planning. PE Lead to attend the CGS Outreach and the Lincolnshire County Conferences to ensure they remain informed on current and upcoming PE approaches and messages.		£9000 £1000 (Underspend)	
				Fitness Profiling Participated in Coach to Toyko to encourage all families to be more physically active. An increase in the number of children who have participated in extra-curricular clubs due to an increase in clubs offered. 100% in Level 2 sporting events. CGS ASCO has run active based interventions across the school.	
				Sustainability and suggested next steps: Continue to monitor the use of Teach Active Increase number of children at a healthy weight. Include a greater range of opportunities for families and children to take part in physical activities and challenges.	

	<p>PE Lead to attend Termly Forums.</p> <p>Include the Daily Mile in each day, where and when possible.</p> <p>Make use of Complete PE, Super Movers and GoNoodle to encourage active breaks and learning throughout the day.</p>			
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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>Children will feel a sense of pride in working as a team when representing the school in events and competitions.</p> <p>To ensure that the children have opportunities to engage in physical activity and competition during individualised and local lockdown.</p> <p>A whole school focus on understanding the importance on health and well-being.</p> <p>To encourage families to become more engaged in active lifestyles through CGS initiatives and external sporting clubs.</p>	<p>All children to be given the opportunity to take part in a range of sports.</p> <p>Promote CGS Outreach events on website, Twitter and newsletters.</p> <p>Actively signpost families to a greater range of sports clubs.</p> <p>Through the use of Complete PE and Jigsaw, promote and educate how to lead a healthy and active lifestyle.</p> <p>Monitor participation during lockdown/isolation.</p>	£2500	<p>Children have been praised for their engagement and attitude in out of school events and the use of Team Digby has raised the profile, to feel part of team and increased their sense of pride by representing the school.</p> <p>Weekly physical activity challenge booklet sent to all pupils when Digby closed in December. This ran for 6 weeks and then we ran the CGS Outreach challenges following this.</p> <p>Weekly Live PE sessions run in-school with Key Worker children</p>	<p>More opportunities for the Sports Crew to meet to ensure greater opportunities, particularly for staying active outside of school.</p> <p>Parental workshops to increase understanding and family involvement.</p>

			<p>and streamed to the children working from home.</p> <p>Raised the importance of 30/30 agenda with all staff and pupils across the school.</p> <p>Wellbeing lead for the Federation has worked closely with the PE Lead to ensure that health and Wellbeing have been a priority since the return to school. This has included regular meeting with Governors to report on impact.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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 to feel confident in leading PE lessons across of areas of the PE curriculum. Increase of the number of sporting opportunities offered.	Pixies and Gnomes class teachers to work alongside ASCO to upskills their subject knowledge and skills. PE lead to work closely with the SGO to keep up to date with current initiatives and training opportunities.	£3000	All teachers have worked closely with the ASCO on a weekly basis. This includes jointly planning, leading and assessing sessions. TA's have also been involved in these sessions. This increased confidence and understanding for all classroom staff. Complete PE was subscribed to and has helped teachers plan high quality lessons. This has meant that teachers have a better understanding of what children need to achieve to be at the expected standard. LTP's updated by the PE Leads across the Federation and shared with all staff at staff meeting. This has ensured that there is the correct coverage of sports across the academic year and over the 4 year rolling plans.	Monitor the use of Complete PE. To provide further training of Complete PE to ensure that staff are making best use of all it has to offer. To begin to make use of the assessment section of Complete PE. Complete staff questionnaire to all staff at the start of the year to assess confidence and plan where CPD needs are required.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				

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:
Additional achievements: To use PE and Sport Funding to increase the number and range of opportunities available to all children both within and beyond the school day.	ASCO to run a different extra-curricular sports club each term. Staff to use Complete PE to inform planning of different sports in their second PE session each week. Host to a range of Inter-Events.	£2000 £1993.65 (Underspend)	Range of extra-curricular clubs offered through the use of CGS ASCO, Synergy and TA's. Attendance at the majority of external sporting opportunities offered. Cricket Enrichment for Term 4 by Chance of Shine.	To increase attendance at external events, now that we are able to attend other venues post Lockdown. To continue to provide a wide range of sporting activities and extra-curricular clubs.

Key indicator 5: Increased participation in competitive sport			
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?:
To attend a wide range of competitions and festival against other local schools. Children to take part in half termly intra –competitions which contribute towards House Points.	To actively engage with CGS Outreach Competition Calendar. Provide opportunities to compete at local clubs and signpost these opportunities.	£2063	Half termly in-house Level 1 competitions run by ASCO and results contribute towards house totals. Children help to officiate as well as participate in these competitions. Participation Tracking ensure that children of all abilities and levels of enthusiasm can take part in external sports at a competitive level. CGS Outreach continue to provide weekly opportunities for all children from EYFS up to Y6.
			Sustainability and suggested next steps:
			Continue to provide termly in-house Level 1 competitions and attend Level 2 competitions externally.

Signed off by	
Head Teacher:	D. Winters (Acting Head)
Date:	30.7.21
Subject Leader:	D.Winters
Date:	25.07.21

Governor:	Andrew Hancy
Date:	October 2022