# E:\Users\simon.roche\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Evidencing the Impact of the Primary PE and Sport Premium Template 2019 7.3 Images_Page_1.jpg



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (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](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools) 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](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) 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](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).

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.

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| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
| The profile of sports / PE has been visibly raised through this year with additional Clubs provided by the school  • Increased numbers of pupils competing in games/competition at lunch times  • training of play leaders who support younger children  • Increased opportunities for activities such as the daily Mile and increasing the number of days the daily Mile is completed across the school (more than 3 days a week). | Key priority is to Target more in school and inter school competitions  • Improvements in the quality and breadth of P.E. and sporting provision, including “increasing participation in P.E. and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of”.  • Ensure that greater than 75% of children are able to swim at the end of year 6 |

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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. | 74% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 71% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 86% |
| 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 swimming time was allocated for Y6 children in the Summer term |

**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.

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| **Academic Year:** 2019/20 | **Total fund allocated:** £16910 | **Date Updated: 31st July 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: |
| 24% |
| **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 resource PE within the school Purchase of new equipment stock. Enhancing stock where needed. To increase the incidences of the Whole school daily mile.  To improve the quality of break-time / lunchtime experience of pupils – training of Junior Play Leaders & Mid-Day Assistants, and purchase of additional playground equipment that empowers children in their active play experiences | Purchase of additional P.E. stock for lunchtime activities.    Increased opportunities to do the daily mile.    Training for Junior Play Leaders & Mid-Day Assistants as required; purchase of additional small play equipment & storage; continual monitoring / additional training / purchase of top-up equipment.  Sports coaches leading lunch-time table-tennis/archery club and playground clubs | £4000 | Resources purchased add to a higher quality lesson and physical experience.  Age and stage appropriate equipment has increased pupil engagement during lunchtimes and out of school time    Whole school scheme updated in line with New curriculum. | Resourcing levels are of a higher standard; sharing of best practice examples required to consistently raise the quality of teaching and learning across all ages. Lesson observations    Embed and measure the impact of the new Curriculum and how it is meeting the needs of the children. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 35% |
| **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:** |
| Raising the profile and quality of P.E. / sport by hiring specialist P.E. practitioners to work alongside staff when teaching P.E. | Raising the profile and quality of P.E. / sport by hiring specialist P.E. practitioners to work alongside staff when teaching P.E.  Halton SLA use of Steve Wood SDO to raise the quality teaching and learning. Specialists will work alongside teachers supporting their professional development. | £6000 | Raising the profile and quality of P.E. / sport by hiring specialist P.E. practitioners to work alongside staff when teaching P.E.  Halton SLA use of Steve Wood SDO to raise the quality teaching and learning. Specialists will work alongside teachers supporting their professional development.  Raised quality of teaching, learning and assessment resulting in high levels of pupil engagement. Opportunities to develop a wider set of physical literacy skills have been obtained. Increased opportunity of participation in extra- curricular sporting activity. Increased levels of pupil self-esteem and confidence | Lesson observations and evidence from learning walks Children develop leadership skills and are able to act as Play Leaders / Sports Ambassadors    Detailed monitoring of what had taken place and the impact. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | | | Percentage of total allocation: |
| 6% |
| **Intent** | **Implementation** | | | **Impact** | | |  |
| **Your school focus should be clear** | **Make sure your actions to** | | **Funding** | **Evidence of impact: what do** | | | **Sustainability and suggested** |
| **what you want the pupils to know** | **achieve are linked to your** | | **allocated:** | **pupils now know and what** | | | **next steps:** |
| **and be able to do and about** | **intentions:** | |  | **can they now do? What has** | | |  |
| **what they need to learn and to** |  | |  | **changed?:** | | |  |
| **consolidate through practice:** |  | |  |  | | |  |
| Raising teaching competencies and leadership in P.E. / sport via high quality professional development for teachers, Classroom Assistants and Mid-Day Assistants. | Attendance at CPD events to develop increased expertise in the area of P.E. Training for Midday assistants    Training for PE lead on lunchtime training with Jenny Moseley | | £1000 | A sustainable programme of CPD raising the confidence levels of teaching staff. Lesson observations and learning walks evidence and increase in the quality of teaching, learning and assessment. Clearer differentiation is meeting the needs of individuals better. Teacher assessment indicating pupils making more rapid progress in the development of physical literacy skills. Pupils report they enjoy P.E. / sport | | | moderation of teacher assessment scores required to ensure consistency. Questionnaires    Development of lunchtime activities.    Bespoke CPD for staff |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | | | Percentage of total allocation: |
| 21% |
| **Intent** | **Implementation** | | | **Impact** | | |  |
| **Your school focus should be clear** | **Make sure your actions to** | | **Funding** | **Evidence of impact: what do** | | | **Sustainability and suggested** |
| **what you want the pupils to know** | **achieve are linked to your** | | **allocated:** | **pupils now know and what** | | | **next steps:** |
| **and be able to do and about** | **intentions:** | |  | **can they now do? What has** | | |  |
| **what they need to learn and to** |  | |  | **changed?:** | | |  |
| **consolidate through practice:** |  | |  |  | | |  |
| Additional achievements: Increasing the range of opportunity available in PE / sport by hiring specialist PE practitioners to work alongside staff when teaching P.E. Support for transport and part fund residential to Columendy. | Football club , netball club, coaching, archery clubs, multi sports club for Reception and KS1 KS2 Multi skills | | £3500 | Children experienced a broader range of sporting opportunity that has visibly increased their physical skills and levels of enjoyment. High quality of teaching and learning experiences that has raised pupils’ engagement and self- confidence. Increased opportunity of access to P.E. for all pupils, in particular girls. Widnes Vikings introduce children to a range of new sporting opportunity. Children demonstrated higher levels of motivation, effort, resilience and persistence. | | | End of year pupil satisfaction survey required. Registers needed to look at how this has been sustained.    Identify staff willing to take on out of school clubs.    Identify and target clubs going forward. |
| **Key indicator 5:** Increased participation in competitive sport | | | | | | Percentage of total allocation: | |
| 15% | |
| **Intent** | | **Implementation** | | | **Impact** |  | |
| **Your school focus should be clear** | | **Make sure your actions to** | **Funding** | | **Evidence of impact: what do** | **Sustainability and suggested** | |
| **what you want the pupils to know** | | **achieve are linked to your** | **allocated:** | | **pupils now know and what** | **next steps:** | |
| **and be able to do and about** | | **intentions:** |  | | **can they now do? What has** |  | |
| **what they need to learn and to** | |  |  | | **changed?:** |  | |
| **consolidate through practice:** | |  |  | |  |  | |
| To increase the number of pupils regularly attending enrichment activity – for example WPSSA interschool competitions and School Games. Increased opportunity will improve pupils motivation and social interaction. | | Membership fees, affiliation and entry fees to a range of competitions and events. Increasing opportunity via attendance at inter-school competition. Bus hire for attending. Supply cover to free travelling staff. | £2477 | | Increased proportion of children having opportunities to participate in inter-school sporting activity | 50%+ of KS2 children participating in inter-school competition including Tennis and football and netball Consider how children can act as role models in building sustainability.  Consider how to increase at KS1  Look for ways to increase the inter school competitions. | |

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| Signed off by | |
| Head Teacher: | Lorraine Connolly |
| Date: | 30th July |
| Subject Leader: | Jenia Crabbe |
| Date: | 28th July 2020 |
| Governor: | Kathy Keig |
| Date: | 30th July |