

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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>All children in Year 6 to leave school with 25m distance. All children in school have participated in an inter and intra sports partnership festival. Implementation of X games which has embedded sport for all across KS1 and KS2 inclusively. Playground leaders lead sport at break and lunch times. School Games Gold Award achievement.</p>	<ul style="list-style-type: none"> * Ensure pupils have a wide range of opportunities for physical activity and PE in line with government Covid-19 guidance. * Further develop teacher practice. * Further enhance the swimming pool area and ensure that pupils have increased opportunities to develop swimming and water confidence. * Ensure pupils have more opportunities with physical activities at lunchtimes. * Continue to promote sport in other areas of the curriculum and throughout school. * To further inspire pupils through enrichment days. * Continue to purchase resources for sports that have recently been introduced to the curriculum. * Upgrade specific equipment. * To raise links in the local community through sport and activity. * To ensure all virtual competitive inter-school competitions are exploited.

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? 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>	90%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	90%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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 teacher per term for 4 children in Year 6 for one and a half terms.

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: £17800		Date Updated:	
<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>					Percentage of total allocation:
					%
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:	
Further improve physical activity at lunchtime.	<ul style="list-style-type: none"> • Sports leaders to organise intra-school competitions. • Sports Ambassadors to be trained and monitored. • Sports Ambassadors to lead initiatives throughout the year. • Maintain number of lunchtime clubs. • Purchase resources for lunchtime activities. 	£300	<p>*Sports Ambassadors have led daily activities on the playground for KS2 pupils (120). In addition, they led a weekly dance and fitness club to 30 pupils in Reception, Year 1 and Year 2.</p> <p>*Sports leaders have provided active games to 90 pupils in EYFS and KS1 each lunch time. They have been noticeably active and have developed physical and team skills.</p> <p>* Markings and goals have given pupils extra activities and structure. In particular many pupils in Year 1 and 2 have enjoyed developing their football</p>		

<p>To run and develop 'Early Bird' club before school so that pupils have more opportunity for physical development and activity.</p> <p>Increased participation in break and lunchtime sporting activities.</p>	<p>Purchase resources for younger pupils to encourage physical activity. Ensure that the club can take place every morning.</p> <p>Lunchtime supervisors and children to attend Change 4 Life and Sports Leader training.</p>		<p>and team skills with the introduction of the playground goals.</p> <p>This club was due to start in the Summer term but due to Covid this will be introduced next academic year.</p> <p>This was to happen in the summer term run by DCHS for LSAs. Due to Covid this was postponed until further notice.</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>%</p>
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Intent	Implementation		Impact	
<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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>Develop teaching of PE lessons so that staff improve skillset and pupils further improve progress.</p>	<p>To widen opportunities for children to be active during the school day and to increase enjoyment of physical PE. Purchase of The PE Hub includes PE planning across EYFS KS1 and KS2. This also links to support active learning in Maths and English.</p>	<p>£455</p>	<p>Improved teaching to increase enjoyment of sport and encourage greater participation as well as improve fitness.</p>	
<p>Develop staff knowledge of activities and sports.</p>	<p>Team teaching and lesson observations led by specialist sports coaches. Identify courses, staff enrollment and set up baseline to measure impact over time.</p>		<p>This was going to happen in the spring and summer term for Cricket and Athletics. This will resume when coaches can access bubbles of year groups.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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 identify staff strengths and identify accredited courses to be disseminated by staff. PE conference attendance.	Termly staff sports led by PE sports specialists. Identify courses, staff to participate in Twilight courses held by DCHS.	£100 £300 supply costs.	In Covid staff have had access these courses via video link.	Provide staff with opportunity to team teach. Offer advice on new scheme of work. Offer support with lesson planning via PE Hub. Provide CPD opportunities for all staff. Ensure all staff are confident delivering PE lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>Additional achievements:</p> <p>Increase range of extra-curricular sports so that pupils have a broader range of opportunities.</p> <p>Arrange for five enrichment days to give pupils enhanced sporting experiences.</p> <p>To increase participation in swimming</p>	<p>Upgrade/purchase equipment. Introduce new sports as lunchtime clubs.</p> <ul style="list-style-type: none"> • Provide range of after school clubs. <p>Basketball posts</p> <p>Play ball coach for Early Years</p> <ul style="list-style-type: none"> • Purchase additional resources for Nursery to enhance physical development. • Book skipping workshop. • Book cross-curricular dance workshop. <p>Climbing wall for KS1 and 2</p> <p>Basketball posts</p> <p>Ensure all risk assessments are completed.</p> <p>Gain permission from parents. Brief teachers on expectations of</p>	<p>Equipment for KS1 and KS2 £432</p> <p>£2400</p> <p>£540</p> <p>£300</p> <p>£387</p> <p>£450</p> <p>£550</p> <p>£2400</p>	<p>Pupils gave positive feedback about having a variety of different sports and the attendance increased from the previous year through pupil voice. New clubs such as dodgeball and basketball were well attended by boys and girls across KS2.</p> <p>Underspend of £750 as there were no clubs in the second half of the Spring Term or entirety of the Summer Term due to the Covid-19 pandemic.</p>	
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<p>as both a sport and a life skill where all children achieve 25m and safety awareness by Year 6. Helps families to allow their children to swim at an affordable price. Increases interest in sport and a healthy lifestyle.</p>	<p>children and adult roles during lessons. Ensure LSA who are 1:1 with SEND children understand risk assessments in pool.</p> <p>Top up swimming subsidy in place for children in the summer term of Year 6 who have not achieved 25 metres. Reduce ratios for Years 3, 4 and 5 for swimming – use of 4 teachers rather than 3.</p>	<p>£300</p>		
<p>Sports Festivals For each class to attend their own sports festival during the school year so all 250 children participate.</p>	<p>Review options from the School Sport Partnership in order for all classes to attend during the school year. Allocate to classes, list festivals and share with staff, create master letter to parents and liaise with involved staff for set up.</p>	<p>£2900</p>	<p>All children given the opportunity to participate, learn new skills, try a new sport, represent the school and play competitively.</p>	<p>Continue with sport partnership membership and continue to make the most of all opportunities.</p>
<p>X Games To better engage pupils in a variety of inter school sports and with the introduction of new games.</p>	<p>Plan new sports delivery of PE games at break time led by sports leaders. JP to arrange timetable for X games for the year. Discuss with children new sports they would like to participate in future events.</p>	<p>£300</p>	<p>New equipment purchased previously used for X Games. Timetable for X games. Increased interest in sport. Yoga badminton, rugby and football were the extra after school clubs to allow a greater number of children to participate in. This will resume as soon as it is possible.</p>	

<p>Staff uniform when teaching PE.</p>	<p>Increase self-discipline, role models and high expectations for children.</p>	<p>£1000</p>	<p>Improved image and identifiability. Both in school and at intra-school festivals.</p> <p>This was not purchased due to Covid. Underspend of £1000 to be carried over to next year.</p> <p>In total £8800 is to be carried over to be spent at the end of March 2021. This spend will be advised in the PE budget 20/21.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 increase participation in competitive sports.</p> <p>To continue half termly competitive House match competitions with children building confidence and experience in competitive sport.</p> <p>School Games Mark to continue collecting evidence and apply for the gold level of the School Games Mark again in order to celebrate the children's participation in these events.</p> <p>The school closure due to Covid meant a lot of our arranged sports fixtures and competitions were cancelled, including our annual sports day. In place of this, many links to home based physical activities were shared via Classroom Google with children. They were very active and many posted their activities on line.</p>	<p>Children to participate in regular inter school competitive sporting activities throughout the year Netball/Football, Kwik Cricket, Cross Country, Athletics.</p> <p>Year 4 to participate in 3 festivals at Davenies school, sports included are Superstars, Football and Cricket.</p> <p>Application was completed and submitted at the end of the summer term.</p>	<p>£2665(part of TLR fund for PE coordinator) £300 supply costs.</p> <p>(£2900) part of this funding.</p>	<p>Opportunities to compete in all House competitions for all children.</p> <p>Results of inter house competitions.</p> <p>House cups.</p> <p>Opportunities to compete in all School Games competitions with local Success reported on school website/weekly newsletter.</p> <p>Letters and photos.</p> <p>Children enjoy making school day an active environment.</p> <p>Online folder to gather evidence Feedback from School Games coordinator. The children will be recognised for their dedication and commitment to school sport through the participation in these events online too.</p>	<p>Affiliate to local secondary school partnership to be able to participate in intra competitions and festivals.</p> <p>Continue to create links with partner schools to encourage a Range of fixtures.</p>

PE Vision

At Little Chalfont Primary School our vision for Physical Education and Sport is that every child should have the opportunity to take part in physical activity twice weekly for 60 minutes and become more physically confident and competent. We hope that, through all the sporting opportunities and physical activity we offer, the children will potentially develop a love and passion for sport and continue this into their lives.

At LCPS, we also strive to give as many children possible the opportunity to compete in a variety of competitions, during school time or by representing the school against local schools. We hope in doing so the children will develop greater confidence, team work and learn to win or lose with grace and sportsmanship.

It is also important that we create sporting leaders during the children's education. We aim to offer the opportunity to lead sporting activities, organise games and events and learn to lead by example. By emphasising leadership skills the children will learn the importance of organisation, team work, resilience, respect for rules and communication.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	