

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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: |
|---|--|
| <ol style="list-style-type: none"> Teaching staff now teaching own lessons in 2019/20 and sports premium money used for staff CPD, Student focused activities and experiences. PE assessment tool needs to be further developed. Children able to access more opportunities to increase their physical activity levels and staff using More children leaving CHJS need to be able to meet the national curriculum expectations for Swimming. | <ol style="list-style-type: none"> Implement new curriculum PE changes across the school including use of Assessment – Real PE Recovery Curriculum to acknowledge a reduction in children fitness levels with a non-invasive monitoring system developed to track children’s physical activity levels which can be used to target specific children at risk of the effects of childhood obesity. Recovery Curriculum to acknowledge children’s mental wellbeing and use sports premium spending as powerful tool to support this. Increase extra-curricular uptake for years 3 & 4 compared to 5 & 6 Increase girls participation compared to the boys. School Games Competitive pathway to incorporate a wider range of children. |

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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> | 77% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 64% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | <p>44%</p> <p>The figures are based on 49 out of 90 parental responses</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? | 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: 2019/20 | | Total fund allocated: £19,550.00 | Date Updated: 30 th June 2020 | |
|---|--|----------------------------------|---|---|
| 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 | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | | Impact | 60% |
| 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: |
| Employ Mindful Active coach to deliver x3 after school sessions per week with remaining 2 days being filled by CHJS staff. | Meet with Nick Rose – Mindful Active Coach and agree a plan of delivery for the year. SP to ensure CHJS Staff to run clubs 2 days a week. | £1500 | Extensive after school Extra-curricular programme offered 5 days a week High quality lessons have been taught regularly by experienced and specialist PE coaches to enable the children to succeed and excel in competitive sport and other physically demanding activities. | Increase participation levels in after school clubs by offering more free clubs throughout the year or reducing the price of clubs. |
| Employ 2 swim teachers to deliver swimming sessions to all year 3 & 4 classes. | SP to coordinate swim programme with Roundhill Academy, Swim instructors, year 3 & 4 staff and inform the office. | £500 | All year 3 classes and year 4 classes will have developed swim stroke competence and water safety skills. | Survey parents and target non-swimmers only in 2020/21. |
| ScoutFit Scooting proficiency for all classes and purchasing of x30 | | £3350.00 | All children received a 60 minute Scooter training session. | Offer after school club to promote the use of scooters. |

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| Scooters, helmets and safety pads. | SP to source the purchasing of scooter equipment and training | | | Children allowed to use their own scooters in school time. |
| Living Streets WOW Travel Tracker to monitor how our children get to school. | SP to continue to coordinate with Living Streets and provide badges for all children who complete the correct number of weekly active journeys to school. | Free of charge for our postcode | 90% of our children complete at least 2 active journeys per week | Use data to target inactive 10% children in a way that has positive results. |
| Installation of a daily mile track – Deposit | SLT instructed Vitality Play to proceed with the installation following SP obtaining 3 quotes | £5650.00 | All children in school during the covid 19 pandemic (key worker children and year 6) have accessed this wonderful facility in their weekly PE lessons. Personal targets set and each week the children run 7 laps to try and beat their time. The wider aspect of the track is also being used as safe non slip area to perform challenges from a virtual school games competition we have followed during the covid 19 pandemic. | All classes to be allotted a time to use the track at least once a week in addition to their PE day. |
| Active Literacy and Numeracy lessons using the Youth Sport Trust - Teach Active online bank of resources | SP/AS attended CPD training at Melton Borough Council to learn how to incorporate active sessions in curriculum time. | £800 | All year groups have accessed the 'Teach Active' website and children have received new refreshing ways of learning in a fun and practical way. | EH/AS/SP to diss whole school use of these fantastic resources and timetabling slots for active lessons in 2020/21 |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|---|----------------------|--|--|
| | | | | 30 % |
| 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: |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| New curriculum for PE – We will be using the Real PE multi ability approach to delivering our future PE lessons and staff will require training in preparation for 2020-2021 launch. <i>The intended impact is to ensure our children are given the physical literacy, emotional and thinking skills to achieve in PE, Sport and life.</i> | SP to attend 3 day course for Real PE Training All staff to have x2 twilight training sessions and observe a PE lesson being taught with own year group. | £499 £1595.00 | SP has used Real PE with children in year 5 and key worker children during covid 19 lock down situation in school. Staff now introduced to Real PE with 2 twilight sessions taking place in the spring term. No impact on children as yet due to launch date of Sept 2020 but staff knowledge and confidence increased. | SP to deliver further internal inset training. |
| Sign up to South Charnwood School Sport Partnership – formerly known as TEAM CHARNWOOD | SP to agree with SK the package level SP to complete and send application. | £1,350.00 | School Games & Inclusive School Games competition pathway accessible to all CHJS children. E.g Level 2 competition held locally at Cedars Academy-Birstall including: Indoor Athletics, Netball, Tri-Golf, Basketball, Tag Rugby School Games Mark accreditation | CHJS children taking up SS opportunities and competitive sport and inclusive sporting festivals. |

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| Register and follow the Leicestershire and Rutland Daily Boost (15 mins of physical activity) programme for Primary Schools. | SP to ask LRS Daily Boost coordinator to come in and do an assembly in the Autumn term. | Free of charge | Staff CPD developed and daily boost sessions logged by all staff members. Children more active! % to follow | Staff continue to log daily boost sessions. Sports leaders to help SP record and log daily boost sessions on LRS website. |
| Establish a NEW School Sport organising CREW "Leaders" to raise profile of School Sport and the importance of physical activity. | SP attend South Charnwood SSP sports leadership conference at Cedars Academy in 2019 | £1492.20 | Year 5 Sports Leaders have officiated house sport competitions in Boccia and Table Tennis this year. They have also led our lunch time skipping club to increase physical activity at lunch times. Children more active! | Celebrate success of sports leaders with display in school. Raise whole school awareness of the school games with a designated display board. |
| Purchase of new sporting equipment to provide lunch time physical activity opportunities, support curricular PE lessons and help support existing & new Extra-curricular sports clubs. | SP to complete an inventory of sports equipment before placing order for new and inclusive sports equipment. SP to revamp PE store to provide a professional environment to teach high quality lessons. | £1000 | More contact time with the equipment as enough for one per child. Increased motivation to engage with PESSPA through inspiring equipment and inclusive equipment E.g large slower compression tennis balls enable longer rallies in tennis. Extra-curricular clubs established from purchasing of new equipment. E.g. New Netball | New equipment bought to replace aging equipment for long term use. Staff given class management tips to sustain life of equipment. Children taught to look after school property. Future purchases will be made on a needs must basis and impact assessment. |

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| | | | posts fro Netball club and skipping Ropes for skipping club. | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|--|--|---|
| | | | | 8% |
| 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: |
| British Association of Gymnastics Intermediate Teaching Award completed by all teaching staff and HLTA's | | £2144.00 | Staff teaching Gymnastics with greater confidence and children benefiting from more ambitious, high quality lessons. | Make Gary's lessons more teacher friendly. |
| REAL PE Training for all staff | See KI2 for details | Included above | Children's skill level is noticeably improving in Gymnastics. | Use BAGA Key steps gymnastics in lessons. |
| PE coordinator and Head Teacher to attend LRS annual PE Conference at the Leicester Racecourse. | Book PE coordinator and Headteacher onto course on receiving the email from AA at the SSP | Part of school sport partnership affiliation | SP attended and secured FREE access to Living Streets travel tracker which is now being utilised in our school. Also used the PE marketplace to get ideas for Scooter training which again has been implemented. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 10% |
| 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: |

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| Additional achievements: Employ Darren Merrimen for 15 weeks coaching of Outdoor and Adventurous Activities to year 5 children. | SP to coordinate times and activities with DM | £625 | One class of Year 5 Children have experienced Archery, Orienteering and problem solving lessons with 2 classes due in summer term but this was cancelled due to covid 19. Children can work better as a team in 5SP following these sessions. | Staff to observe DM lessons for own personal CPD |
| ScootFIT Training and equipment purchased | See above for details | | See above | |
| Offer less traditional wider reaching curricular and extra-curricular activities based on pupil survey results. | SP to survey the children to find out what activities they would like to be offered. Use links with Premier sport, Mindful active and Darren Merrimen – Outdoor Education. | | NEW Parkour Club set up which now has a waiting list because it is proving very popular. Fencing offered in curricular time. SP has run a Change4Life Club to target inactive children. | Use fitness data from baseline challenges in the Autumn term – Recovery curriculum to target children who need to improve their physical fitness. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--|---|--|
| | | | | <1% |
| 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>Sign up to South Charnwood School Sport Partnership to access the SCHOOL GAMES competitions – formerly known as TEAM CHARNWOOD</p> <p>Register and attend mid week after school Football & Netball leagues at Wreake Valley Academy</p> | <p>SP to agree with SK package level SP to complete and send application.</p> <p>SP to register into these competitions EH to attend the football AO to attend the Netball</p> | <p>Already accounted for above</p> <p>£100</p> | <p>School Games attended in a whole variety of sports: Tri Golf, Basketball, Football, Tag Rugby, Netball, Indoor Athletics, Table Tennis</p> <p><u>Success Stories</u></p> <p>Level 2- Church Hill WON the area Basketball this year and would have represented South Charnwood at the LEVEL 3 School Games Competition in June if not for the Covid 19 situation. We also automatically qualified for the LEVEL 3 Table Tennis this year.</p> | <p>Currently we tend to have a group of competitive children who like to attend several events no matter what the sport. Work needs to be done to try and encourage more children to access the School Games offer in our area. Year 5 & 6 attend more competitions than year 3 & 4 and boys attend more than girls so again we need to target the groups that are less represented.</p> |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | Mr Steven Partner |
| Date: | 02/07/2020 |
| Governor: | |
| Date: | |

