



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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Implementation of CPD through the use of an external agency to provide half of the PE time allocated. • Embedding the use of PE Passport to help support planning, and allow detailed and accurate assessment by both teacher and external agency support. • Training of a new set of PE Ambassadors whilst also further developing their role by incorporating social media and report writing. • Running a successful, child - led sports day. • Attending a variety of sporting events across the city, including netball, football, boccia, cross country and athletics. • Implementation of 3 weekly lunch and after school sporting clubs for pupils of all ages and abilities. 	<ul style="list-style-type: none"> • Development of a TA to take responsibility for sports events • Further develop the role of the external provision to help engage more children in sport and use this as an avenue to help ensure that all children have a chance to participate in inter-school competition at a Level 2 standard. • Ensure that the Foundation children are assessed accurately to help identify their strengths and areas for development early on in the year. • Continue to build the 'Sporting Legacy' of The Cathedral School of St Mary. • To further develop the children's role in evaluating and reporting their performances in sporting events. • Provide training of the MTAs to support improved lunchtime provision and behaviour.

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.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%

<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/No</p>
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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: £16940	Date Updated: July 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:
				63%
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 develop the quality of the provision being offered during lunchtimes.	<ul style="list-style-type: none"> To enhance understanding of the range of PE opportunities that can be provided. To ensure that lunchtime activities are well structured, inclusive and have limited opportunities for poor behaviour. 	<ul style="list-style-type: none"> £1700 TGS 	<ul style="list-style-type: none"> The MTA team received training from Premier during the first INSET of term. Team trained / refreshed in their approach to provision. Range of activities has increased as has the number of children taking part. 	<ul style="list-style-type: none"> Foundation / KS1 need further opportunity to explore different activities. KS2 children – A reward system needs to be further established. KS2 children – Play leader / Bronze Ambassadors require a uniform to give them status.
To ensure that the children have access to a range of quality and diverse equipment that allows them to explore different sports.	<ul style="list-style-type: none"> To audit and update PE stores. To ensure that the PE equipment is in good working order. To ensure that there is enough equipment to allow whole classes to take part in activities. 	<ul style="list-style-type: none"> £540 for equipment 	<ul style="list-style-type: none"> The children have had access to a full range of good quality equipment. 	<ul style="list-style-type: none"> Continue to monitor stock Ensure that LTP's are looked at in September and that necessary equipment is either ordered or requested from PSSP.

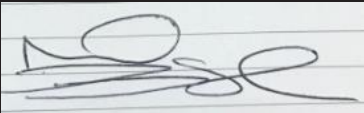
		<ul style="list-style-type: none"> £8500 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
Intent	Implementation		Impact	
Your school 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:
To create and maintain a sport board with child updated notices and evaluations. (Including electronic)	<ul style="list-style-type: none"> To ensure the profile of 'Sport / Active lifestyle' is palpable in the school. To ensure that the children are part of the creation of any reports about their own performance encouraging positive reflection and communication. 	N/A	<ul style="list-style-type: none"> New sport board has been created and successfully updated throughout the year. Children have been celebrated during assembly to raise the profile of sport in the school. 	<ul style="list-style-type: none"> Continue on from this year as the system worked well. Suggest linking the school values to create sporting values as well?
To share all sporting activities locally, nationally and globally	<ul style="list-style-type: none"> Publish photos and write-ups of sporting events on our school website, twitter and facebook feeds. 	TA release time - £200	<ul style="list-style-type: none"> More children in school want to be part of sports events so their efforts can be recognised by outside people looking at our school 	<ul style="list-style-type: none">

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
Development of the PE Passport App	<ul style="list-style-type: none"> • Ensure that whole school PE Planning is on the App and, where possible is linked to topic. • Ensure that all staff understand how to utilise App features. • Ensure that all staff are supported in the assessing of children against the PE curriculum using the App as a guide and a tool for this. • Ensure that the children supported as necessary through the use of the App. • Ensure that External agencies also use the App to ensure quality and seamless provision. 	£599 for subscription to PE Passport	<ul style="list-style-type: none"> • All staff have updated the app and interact with it on a regular basis. • PE Coordinator has provided training and support with regards to assessment. • Children are provided with high-quality provision throughout all disciplines. • Lessons are differentiated by activity and outcome as well as buy support where needed. • Feedback is instant and useful leading to enhanced skills development. 	<ul style="list-style-type: none"> • Decision made to use Cambridgeshire resources for the forthcoming year in line with other schools within the catholic cluster.
TA CPD with External Specialists	<ul style="list-style-type: none"> • TAs are to shadow TGS coach to better understand the children's progress. • TAs will be able to act as the continuous link between the coach and teacher. • TAs will be able to help inform assessment, lesson planning and evaluations. 	Cost covered in school budget	<ul style="list-style-type: none"> • TAs have worked alongside TGS coach, developing their understanding of each discipline. • TAs have been able to feedback to teacher's, informing them of the progress and next steps. 	<ul style="list-style-type: none"> • Give TAs the role of key skill recorder to ensure that all progress is recorded on to app.
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:
To provide fully funded after school and lunch clubs to enable all our children regardless of social / economic status to take part in high quality sports clubs.	<ul style="list-style-type: none"> To ensure that all children are given the opportunity to take part in an extra-curricular sporting club. To raise the profile of healthy lifestyles within the local community. 	£1700 TGS Club price	<ul style="list-style-type: none"> Over the course of the number of children taking part in a club has risen from less than 25% to over 60%. The percentage of C4L children taking part in a club has risen. The percentage of individuals attending more than one club for more than one term has risen. 	<ul style="list-style-type: none"> Explore the possibility of a swimming club and allowing children the opportunity to gain a recognised qualification / certification in their chosen discipline. Enquire as to the possibility of opening the hall to other providers for the whole community to engage in. Liaise with local football, rugby and basketball teams to provide coaching / entry level pathway training.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22%
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 ensure that the number of Level 2 opportunities entered allow the school to demonstrate it's sporting capabilities and raise the pupil's self esteem.	<ul style="list-style-type: none"> Ensure that the school enters a wide range of level 2 activities across the year. 	£200 allocated for transport to events £3500 allocated to PSSP	<ul style="list-style-type: none"> The school entered a total of 6 Level 2 events this year. The children developed their skill and their views of competition during these events. Behaviour at these events was exemplary. In many cases, individuals or teams made it through to the latter stages of the events. 	<ul style="list-style-type: none"> Sports calendar to be created prior to Autumn 1. New kit to be purchased including necessary extras such as shelter. New 'school' Banner to be created to help raise profile of the school.
To ensure that the number of A, B and C teams entered into Level 2 events are sufficient enough to ensure all KS2 children have the opportunity to experience competition.	Ensure that the school enters A, B and C teams into appropriate events to ensure that all KS2 children experience at least one Level 2 competition.		All of the KS2 children took part in a level 2 event this year.	Continue to develop these opportunities next year (see above)

Signed off by	
Head Teacher:	
Date:	22.07.2020

Subject Leader:	
Date:	22.07.2020
Governor:	
Date:	