

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 2019:	Areas for further improvement and baseline evidence of need:
- We continue to participate and be successful in local sporting tournaments, including events for children with disabilities. - The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles - The introduction of the daily 'Golden Mile' challenge to encourage all children to participate in regular exercise and education about healthy lifestyles in and outside of school. - Continue to use of Sports Coach to lead CPD, clubs, tournament practice and PE lessons. - Establishing Sports Leaders (Sports Crew) in every class throughout the school and using Legacy leaders in Year 5&6. - Purchased more PE equipment to meet the needs of the KS2 curriculum. - Opportunities for small nurture groups to support SMEH in sports interventions. - Sports Crew and Legacy Leaders' run playtime events for children to take part in engaging activities.	- Continue to offer further alternative sporting opportunities – looking at gaps in knowledge and ways to fill them. - Identify focus areas for further teacher CPD. - How we can support provision, especially for KS2, without the use of our field. - Encourage healthier packed lunches as part of a drive to improve overall lifestyle choices. - Be involved in the Worthing Swimming Gala. - Consider our swimming provision and how we support those children who need top up swimming lessons to ensure they meet national curriculum standards. - Report on sporting events to parents more effectively using our website and social media networks. - Continue to promote participation in competitions outside of football. - Continue to increase the participation of children in SEND and inclusion festivals. - Sports field at Bramber accessible to allow sporting activities to be undertaken within the school grounds.

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.	66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%
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/ No

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

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

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?:	Sustainability and suggested next steps:
To ensure that all children take part in the 'Daily Mile', using the school playground and field (when possible)	PE Lead to calculate 7 laps of field for a mile. Assembly to share the benefits of daily exercise and link to healthy lifestyle. All classes to build in time during the day for children to run / walk Daily Mile.	Engagement in Daily Mile – adults and children from all classes involved in this daily. Understanding how to pace / challenge personal targets rather than be competitive towards others and record their results. Stamina during long distance races in KS2 Sports day – link to cross country.	Continue into next academic year. Consider children setting personal targets to improve on termly and a whole school leadership board. Work out the amount of laps of playground. More uptake in long distance running events in and out of school.
			To ensure that all children take

			part in the 'Daily Mile', using the school field when we can.
2x weekly PE sessions timetabled for all classes – one indoor and one outdoor.	Outdoor lesson led by our Sports Coach, following our agreed PE planning.	Regular PE sessions ensure that children are receiving at least 90 minutes of quality sports coaching weekly.	Continued 2x weekly PE sessions timetables for all classes – one indoor and one outdoor.
Ensure that there are opportunities for sporting activities at playtimes. Use the legacy leaders and sports crew to run engaging activities at playtimes for all year groups.	Rounders equipment, tennis balls and goal supports.	Children have lots of opportunities to engage in a variety of games and there is something for everyone to mean they are physically active at playtimes.	Continue to ensure there are opportunities for sporting activities at playtimes for every child and help TA's feel more confident in engaging children in activities at playtimes.

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Yr 5 and 6 Legacy, Sports leader training	Children to attend WSSA training. Sports Coach and PE Lead to have time to teach skills to Sports Crew in school time. Sports Coach to meet weekly with Sports Crew. Sports Crew and Legacy Leaders to lead organised games during playtimes on a regular, timetabled basis.	Legacy Leaders and Sports Crew incorporate ideas they have been taught into class PE lessons and playtime games. Lead warm ups and teach small groups of children new skills.	Yr 5 and 6 Legacy, Sports leader training continued. Field to be fixed and re-opened as soon as possible.
Weekly Sports assembly to celebrate the achievements of the children and adults inside and outside school in sports. Also, discussions about sporting events in the news and the importance of a healthy lifestyle.	Each week the Legacy leaders and PE subject lead run the assembly focusing on a different area of sport, having captains doing sports reports from events and looking at skills needed for upcoming competitions.	Children encouraged to attend more sporting competitions and share their successes with the school. Children engage and learn more about different sports through links to news.	Continue to run Sports assemblies and link schools values to sports trophies to encourage a cross curricula link and enhance the understanding of healthy lifestyle being physical and mental.

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Develop staff confidence in teaching a variety of sports through team teach with Sports Coach and cross-curricular links when planning.	Sports Coach to share his expertise through leading PE sessions for all year groups. He shares his understanding and ideas with other staff to ensure that all staff are developing. Staff are receiving tailored 1-1 training to help them to develop their sports teaching as well as develop their confidence in delivering the PE curriculum. This will have long-term benefits for everyone.	Staff have a repertoire of activities that they can use to improve ball skills and game play with their children. A progression of skills is evident as you observe PE lessons across the school following the planning. Staff attend local competitions with their classes and they encourage more participation in future events. Staff can confidently lead PE sessions that teach a progression in ball skills for various sports.	Continue to develop staff confidence in teaching all areas of PE – especially encouraging differentiation and challenge.
All staff are offered CPD to enhance prior knowledge and develop an increased understanding of the primary PE curriculum.	CPD for NQTs, teachers, teaching assistants, subject lead and Sports Coach offered. Staff meeting CPD 3 times over the year focusing on inclusion, differentiation and support.	All teaching staff benefit from the CPD offered to NQTs.	Continue to offer CPD to enhance prior knowledge and develop an increased understanding of the primary PE curriculum.

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Purchasing for equipment for games that are relevant to the developmental level of Upper Key Stage 2.	Goalie gloves, serviced gymnastic mats and climbing apparatus, rounders equipment, bought shields and awards for school values and competitions, tennis balls, goal supports, socks and football kits.	All KS2 taught rules of games for competitions, developing increased accuracy in how the games are played. Opportunities to practice skills at playtime with new equipment purchased.	Continue ensuring the KS2 equipment is appropriate for the level of the children.
To ensure that all children in Year 4 have the opportunity to learn to swim or to improve their swimming/water skills and confidence in order to reach the national curriculum standard in Year 6.	Contribute to the transport of pupils to Splashpoint swimming pool, hire of pool and instructor. Year 4 children undertake 11 weeks of swimming lessons.	Increased water confidence and improvement in swimming skills and strokes.	Continue to ensure all children have the opportunity to learn how to swim in Year 4 and provide booster groups for children who do not meet Year 6 national curriculum standard before they leave Year 6. Be involved in the Worthing swimming Gala. Train a member of staff as a swimming teacher. Consider the use of an alternative pool.

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children from Bramber have participated in competition against local schools in Worthing.	Range of competition extended to include leagues. Sports Coach to lead training sessions in new sports to improve skills and technique. Sports Coach to attend all out of school sports events as our ambassador. Transport Year 2 children to the Legacy Games	Developed self-esteem, teamwork and new sporting skills, allowing the children to develop their existing skills that have been taught in PE lessons. Children from Bramber have participated in competition against local schools in Worthing. Positive sporting behaviours developed and enhanced – importance of taking risks and being brave (not all about winning). Encouraging more girls to take part in sporting events and competitions. Celebration of diversity and inclusion.	Consider ways of transporting more children to events that are held in the day (NAK, Boccia) so that more children can compete. Encourage a wider group of children to participate in events where they represent the school. Staff wear their school PE kit to competitions and sporting events to set high expectations when representing Bramber.

Signed off by	Subject Leader:	Jenny Rowlandson
Head Teacher: <i>T Scott</i>	Governor:	<i>K Jones</i>

Sports Premium Allocation 2019-2020

