

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



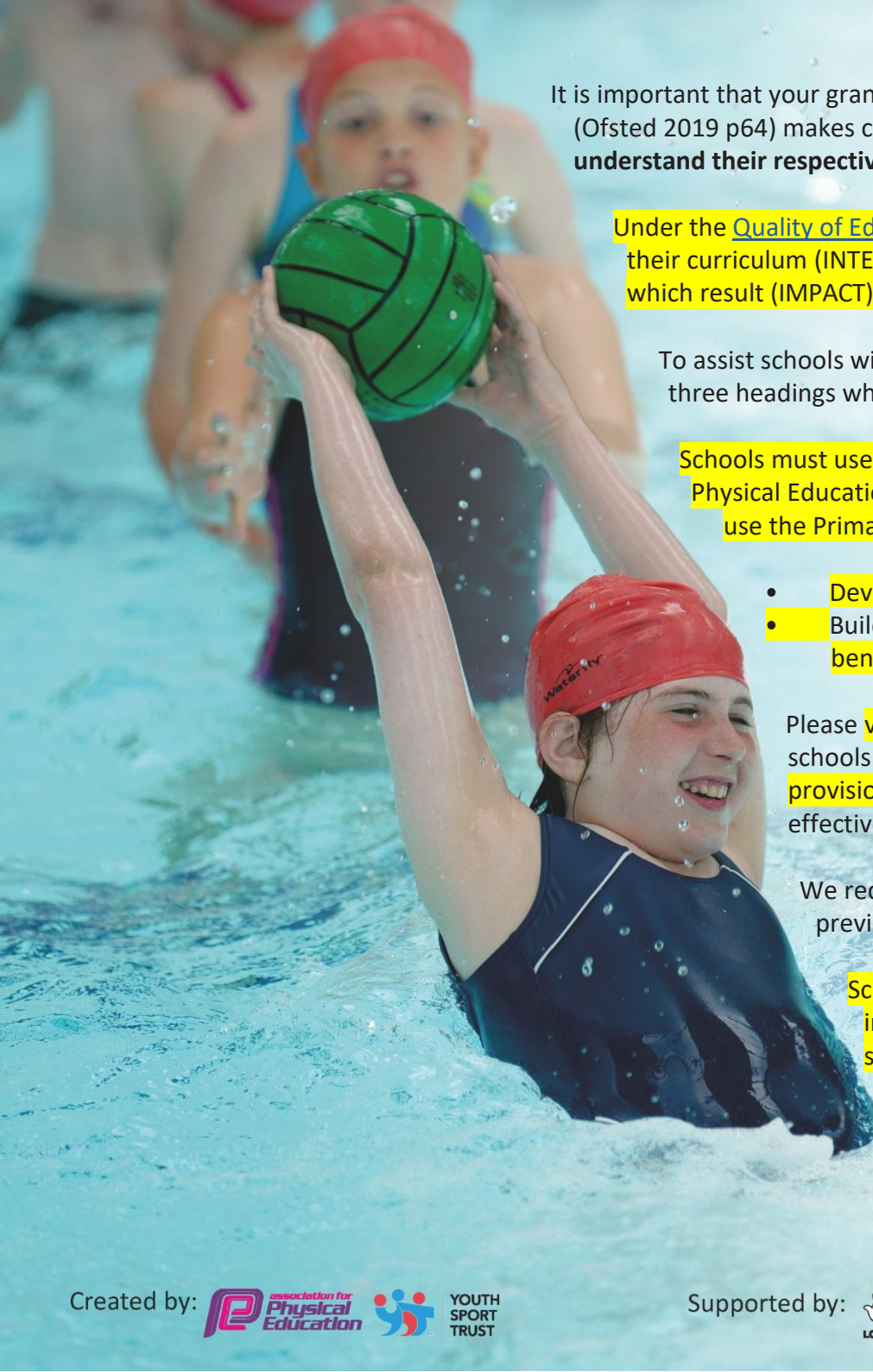
Department
for Education

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"> All pupils are engaged in regular physical activity including a range of clubs (Up until March due to Lockdown) Profile of PE and sport has been raised although leadership now needs to be more strategic and focused. Increased confidence, knowledge and skills of staff supported by school's sport support network and scheme of work 	<ul style="list-style-type: none"> Training for all staff on Complete PE - resources and planning Audit provision and plan CPD over a two year cycle Audit the provision of clubs and extra-curricular and the uptake Plan clubs and provision to match audit Plan PE CPD for all over two year period

2019/20

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

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?	No
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2020/21

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.	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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: 2020/21	Total fund allocated: £17,443 £10,068 (Nov) £6975 (May)	Date Updated: November 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: 18%
Intent	Implementation		Impact	
All pupils to have access to and engagement in, an increased amount of regular physical activity opportunities	<ul style="list-style-type: none"> • Audit the uptake of clubs (these clubs might have to take place during lunch time due to COVID restrictions – or when lockdown eases) and look at increasing uptake of after school sports clubs so that 75% of children in year 1-6 take part in at least one sports club. • Continue training of Lunchtime play leaders/MDAs who encourage the use of the markings, equipment and zones - in bubbles • Audit timetable and provision map for PE including the teaching of • Daily Run – whole school initiative 3 times weekly. (daily Mile) • Links to local activities promoted in school and through newsletters • External clubs – look at costings 	Funding allocated: £3000	<p>Oxford United Football to provide coaching and training. Clubs offered to all children in different bubbles across school. Training offered to staff.</p> <p>Sports leaders have completed their training – they are working together to establish ways to connect with other bubbles – this may be virtually</p> <p>Links have been set up in order to establish external links for sporting events across the county</p>	<p>Sustainability and suggested next steps:</p> <p>Burford partnership to re-establish connections after lockdown</p> <p>Work with the school’s newly trained ‘Young Leaders’ along with organiser, Rachel Mills to ensure that regular physical activity is encouraged at break times.</p> <p>Encourage the ‘daily mile’ to be linked with daily fluency in maths.</p>

	and provision and how this can be subsidised			
Key indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6%
Intent	Implementation		Impact	
Children can articulate and understand the importance of a healthy lifestyle and participation in PE and summer activities	<ul style="list-style-type: none"> • Curriculum health and physical activity units for year groups, covering healthy lifestyle choices, learning behaviours in and through physical activity – coverage and skills • Educational visit linked to health lifestyles • Assemblies and guest speaker • Celebration assemblies include Physical Activity, Mental wellbeing to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils and their families to aspire to being involved in the assemblies. Link this to the vision of SHINE • Profile of the school to be raised through PE & sport activities, involvement in events and competitions within school, local community & across the 	£1000	<p>LTP created and shared with all staff linked to Burford Partnership sporting events including skills ready for competitive sports. Webinar from scheme of work to help roll out training for staff.</p> <p>Lockdown interrupted these plans, although a thorough and comprehensive focus on health and fitness was promoted via Suite (online platform) including specialist provision and motivation. We ran a virtual sports day and this was very well supported and celebrated.</p> <p>School took part in virtual cross country with the partnership in Autumn 1 – in bubbles</p> <p>Schools Games organisation acknowledgement and were due to achieve silver before the pandemic – intend to go</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to celebrate successes in PE during celebration assemblies.</p> <p>School to compete in various Burford partnership events as well as inter school competitions.</p> <p>Updated PSE curriculum with units covering ‘health’.</p> <p>Look in to possibility of guest speaker with follow up activities or themed day.</p>

	<p>Burford Partnership</p> <ul style="list-style-type: none"> • Audit Teacher confidence and plan a CPD cycle over this year and next 		<p>for gold next year! Audit completed in autumn and will be repeated. This informs CPD.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				31%
Intent	Implementation		Impact	
Pupil take part in high quality PE and sports lessons that are differentiated to support the less able and challenge the more able.	<ul style="list-style-type: none"> Using the Burford Partnership membership plan CPD and seek support Professional development including: whole school training, ongoing curriculum support, access to courses, bespoke mentoring for individual staff. Non contact time for PE Lead and Champion Access to resource – COMPLETE PE programmes and intervention programmes to implement immediately and develop over time. Whole staff Complete PE INSET training Support from other lead PE teachers in Oxfordshire implementing the scheme and evaluating impact through monitoring Use of Champion to support differentiation in lessons for less able and more able pupils 	Funding £1000 £1000 £1500 £1000 £750	Evidence of impact: what do Young Leaders programme complete and the year 6 children are taking their role seriously. 'Health check' completed thus aiming for silver – a very positive outcome; non-contact time has enabled the lead to make these contacts and provide networking opportunities. – go for gold next year but lockdown has stopped that at the moment – we will be gathering evidence Lead has completed a number of CPD events which he will cascade to staff as part of the next plan (Challenge Sport and Education). Complete PE Webinar by the PE Team. Lead was in touch with another school PE Co-ordinator looking at time and training to support the school. Complete PE is now implemented but we need to refine and promote next year with further training for all. New shed and equipment has been purchased and now all in place.	Sustainability and suggested next steps: Working towards 'Gold' School Games Award which recognises achievement amongst less/more able in PE. Use 'Complete PE' staff for whole school training and curriculum support. Use PE non-contact time for arrangement of sporting events; work with Burford SGO rep (RM); after school club organisation and inter-school competitions. Work with RM (SGO) and MG to enhance PE coverage and teaching. Formal observations of PE to evaluate impact once initial whole school training and support has been completed.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. - Focus particularly on providing diversity and options for small school with limited number of staff.	<ul style="list-style-type: none"> • Wide variety of clubs offered to all year groups including external providers. (this will take place after lock down) • This provided at no or nominal cost to parents. • CPD for staff to focus on developing skills in a wider range of activities within the curriculum and across clubs. • Focused lunchtime clubs or activities - lead by an external professional for one term 	<p>Funding £1650</p> <p>£2000</p>	<p>Evidence of impact:</p> <p>Interrupted by Covid but lots lined up and contacts made; we have included a number of clubs this year focused on wellbeing</p> <ul style="list-style-type: none"> • Nature • Music and choir (wellbeing) • Craft all 20 (Craftycup) • Football Oxford United • Athletics after school <p>Within school a new 'zone' initiative also provided additional experiences: (Zones have come to a halt due to bubbles)</p> <ul style="list-style-type: none"> • Craft Zone • Music Zone • Ball Games Zone – eg. football, basketball, netball, tennis, cricket • Active Zone – eg. running, running games, team games • Construction Zone • Quiet Zone • Drama Zone 	<p>Sustainability and suggested next steps:</p> <p>To initially make renewed contact with leaders of external provision and discuss dates/ideas for working with the school when it is safe to do so.</p>

			<ul style="list-style-type: none">• Old School Games Zone – eg. clapping games, skipping, hopscotch• Thoughtful Zone – eg. prayer, mindfulness books, mindfulness activities• Digging Zone• Treasure Hunt Zone• Latest Craze Zone	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			35%
Intent	Implementation		Impact
Additional competitive sports to engage more pupils and promote a sense of achievement	<ul style="list-style-type: none"> • Using Burford Partnership: Core and Health membership entitlement • Well-timed support in lessons and after school clubs to prepare pupils over time for competitive events such as School • Exposing whole classes to identified competition opportunities based on festival style delivery, not always acting as a pathway. • School based sports day • Intra school competition to be held termly to allow all children access to competition and festival style events across a wide variety of activities. • Swimming additional subsidy • Equipment for sports day • Sports event (EG health week) 	<p>Funding</p> <p>£6000</p>	<p>Evidence of impact:</p> <p>Continued to be part of Burford Partnership that provided a range of competitions. The children took part in these external events:</p> <ul style="list-style-type: none"> - Football - Cross country - Boccia - Hockey - Indoor athletics - Gymnastics - Girls and boys football - Tag rugby - Netball - Dance <p>Some events cancelled due to Covid. (we held a virtual cross country)</p> <p>Virtual sports day included a complete element with results posted and certificates provided</p> <p>We have purchased a good range of new equipment and a shed – all in place</p>
			<p>Sustainability and suggested</p> <p>Continue to develop the school’s LTP to coincide with competitive events in the Burford Partnership.</p> <p>Intra school competitions linked to upcoming Burford Partnership events to allow all to apply skills in a competitive manner throughout the year groups.</p> <p>Use SP money for those children in Y6 who will need additional support to ensure they can swim 25m by the end of Y6.</p> <p>Continue to celebrate key sporting events throughout the year.</p>

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Head Teacher:	Rachel Veeder
Date:	9 th November 2020
Subject Leader:	Garth Lenton
Date:	9 th November 2020
Governor:	
Date:	