Intent & Impact Statement for Primary PE and Sports Premium

2019 - 2020

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by

Department for Education

Created by

association for Physical Education

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.

Created by: association for Physical Education, YOUTH SPORT TRUST

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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:
Providing increased opportunities and resources for pupils to take part in a variety of physical activity opportunities. A number of pupils have had access to a variety of different sporting activities alongside representing the school in different events. The progress young people have made in their swimming ability and reduction of support when swimming. The introduction of special yoga throughout the school to support physical development and emotional wellbeing.	To continue to build on the outdoor resources accessible to pupils for outdoor physical activity. To further explore opportunities to use outdoor environments to develop a circuit environment to support the physical development and emotional regulation of pupils. To grow the number of staff trained to deliver Rebound Therapy to pupils.

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.	0%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%

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: 2019/20	**Total fund allocated:** £16,590		**Date Updated: July 2020**	
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				Percentage of total allocation: 3.9%
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 have the opportunity to experience a variety of physical activity options available during leisure time.	Review the current playground equipment. Purchase resources for leisure time that will support and encourage pupils to take part in regular physical activity.	£655	The equipment on the playground has increased. Pupils have been able to take part in increased physical activity throughout the day. Some pupils have increased in confidence and been able to ride bikes.	To store the equipment in an accessible way and to review the equipment available to pupils to ensure all pupils are able to access increased physical activity opportunities. To introduce balance bikes throughout the school.
To develop an outdoor circuit that will support pupil's physical activity emotional and mental well-being. (Summer Term)	To ensure the area for the outdoor circuit is clear and ready to be used. Purchase resources to ensure a breath of equipment for the outdoor circuit.		Due to Covid 19, this was unable to happen during the summer term. This project will be rolled over to the new academic year.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 7.7%
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:
For pupils to experience a variety of different sports and sporting opportunities, including winter and summer sports day.	Review the structure of winter and summer sports day. Purchase of ice rink for winter sports day. Purchase of additional resources / coaches to support the delivery of winter / summer sports day.	£1018	Pupils were able to access a variety of sports during the Winter Sports day. This included accessing an indoor ice rink alongside their peers and parents.	To continue to run winter and summer sports days, reviewing the different sporting opportunities for pupils on these days.
Pupils to increase their knowledge of a variety of sports and celebrate Tokyo 2020 by accessing an Olympics week.	Create a week-long celebration event that links to Tokyo 2020. Invite sports coaches to deliver sessions that raises the profile of that sport. Ensure appropriate resources are in school to build on from Tokyo 2020.		Due to Covid 19, this was unable to happen during the summer term. This project will be rolled over to the summer of 2021.	
The strength of school sport will clearly be evidence by achieving AFPE Quality Mark.	Register interest for Quality Mark Work with validator to showcase impact of Physical Education, School	£275		

	Sport and Physical Activity (PESSPA) Celebrate achieving AFPE Quality Mark (starting autumn 2020)			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 1.4%
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 there is an increased number of rebound therapy trainers in school.	Research Rebound therapy courses. Send at least 2 members of staff on Rebound Therapy training. New members of staff to work alongside current trainers and deliver Rebound Therapy sessions. Cover costs to enable Rebound Therapy trained members of staff to deliver sessions.	£234	Rebound Therapy has consistently run throughout the year. There has been 28% of pupil's access rebound therapy sessions.	To further increase the number of trainers and to broaden the number of pupils accessing rebound therapy.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 28.2%
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:
For pupils to experience a variety of After School Clubs, promotes being active and support physical development. Pupils will access a variety of different sporting activities during Leisure Learning. Additional achievements:	After school clubs to offer at least one sport club each week. Book sports coaches / Little Performers to come in on a weekly basis.	£2730 £1,950	After school clubs have run consistently throughout the academic year, offering a breadth of opportunities linked to physical activity. This has included yoga and multi sports clubs. All classes in Lower / Middle school accessed little performers on a regular basis.	To continue to run and expand the physical activity offer for after school clubs, reviewing the equipment available for clubs. Continue to review the different coaches available to come in and work with pupils in Lower / Middle School.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0.4%
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 pupils with the opportunity to experience elite sport and then have increased opportunities to play within the school.	Continue to provide opportunities for pupils to access a variety of pupils. Where finance is a barrier to accessing support the trip with subsidised opportunities.		Pupils were due to watch sporting events during the summer term, including tennis at Wimbledon. When it is safe to do so visiting sporting events will be open again to pupils.	
Pupils will take part in a variety of competitions against other schools.	Sign up to county sports competitions. Ensure appropriate resources are available to pupils to practice before they compete against other schools.	£75	Pupils took part in some different sporting events against other local schools. Pupils had the opportunity to apply learnt skills in a new environment.	To work alongside partner schools and resume sporting competitions when it is safe to do so.

Signed off by	
Head Teacher:	Andy Scott
Date:	July 2020
Subject Leader:	Jennifer Matthews
Date:	July 2020
Governor:	
Date:	