



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:
<ul style="list-style-type: none"> Year 6 have started in Term 2, to run a range of sports activities on a lunchtime building on the skills they learnt through sports leaders in the summer. We have booked on to do Festival of Youth Dance again. In February and have booked dance coaching in preparation. We have started an after school Football club for KS1 children as requested by KS1 last academic year. We had a term of football coaching/ mentoring for our PPA PE teacher. Year 3 had a block of swimming in Term 1. Gymnastic coach for Year 2 and Year 5 during Term 2. 	<ul style="list-style-type: none"> To allow plenty of time to book and arrange a coach for cricket and athletics in summer term to support our PPA PE teacher. To continue to investigate PE schemes to support the teaching of Dance and Gym for class teachers. Continue to find the opportunities for how PE can link with the Year of citizenship- consider daily mile ETC Continue to investigate the costings for a running track

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.	97 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	97 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97 %

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

Will fund staff to run booster classes in May 2020.

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: 2019/2020		Total fund allocated: £ 23,719		Date Updated: January 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: 20% - £4,703.39
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 more children to be active at lunchtime in sporting events or using different equipment.	Children to understand importance of physical activity and have the want to do it during lunchtime and playtimes using groups provided and equipment available.	£925:00- scarp store membership £3,531- Lunchtime staff for playpod. £110- Wotton Membership £15.40- Tennis table bats	Current Year 6, who were trained as sports leaders (summer 2019, through Wotton Membership), now running daily sports games for Years 1 and 2. Children to continue to be enthusiastic to use the playpod equipment during lunchtimes.	As a school to continue with the scarp store membership. All staff to ensure children are finding ways to use it physically- could we have mixed year group sessions as in previous years? Open sports leaders to Year 3, in Term 4 as the sports leaders become more confident at delivering the sessions. In Term 3, the sports leaders will be planning different sporting games/activities from Term 2 to provide the children with a range of experiences.	
To have appropriate equipment to be able to teach high quality PE sessions throughout the school.	PE leader to monitor planning and teaching to ensure that the correct high quality equipment is available	£106.29- x 9 basketballs 2x basketball	This year for the 1 st year, we are doing seated volleyball in T3 so new resources have been		Continue to monitor planning

	to all staff and children when needed. To order the equipment to enhance teaching.	bag. £15.70- x 10 beachballs for volleyball	ordered. We hadn't done Basketball for 2 years, so again appropriate new and up to date equipment was ordered.	and work alongside PPA PE teacher to ensure that orders are made in advance and meet the teaching needs for future terms before July 2020. To help plan and deliver the Olympics linked to the NSPCC fundraising event.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
4 %- £1,046

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?:
To ensure that the PE profile is high and that the children have the opportunity to be involved in many competitions and events, A TA is provided as a support for the PE lead.	To ensure that children can attend external sporting events with all the background preparation. To keep an up-to-date spreadsheet of all pupils who have attended external sporting events to ensure a range of pupils are given the opportunity. To manage and update the sports board.	£1,046- TA	Since September 2019, external events attended are <ul style="list-style-type: none"> • Football • Netball • KS1 world cup cricket festival • KS1 Athletics Spreadsheet in progress for academic year 2019-2020 Sports Board regularly updated with photos from external events attended.
The school aims to raise the	To find opportunities for children to		Sustainability and suggested next steps: Continue to work together with TA to attend as many external sporting events as possible.

<p>importance of sport, by all the children taking the opportunity to explore new sports, allowing them to take a risk to try something new, whilst in turn encouraging them to be more active.</p>	<p>have a range of different sporting experiences. (See key indicator 4)</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:
				2% - £445.00
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 professional development for all staff in the teaching of PE, by working alongside external coaches.	<p>PPA PE teacher to liaise with Subject leader to discuss which areas, they would like development of sports within.</p> <p>Subject lead to enquiry and book skilled dance and gym coaches to provide teaching, which staff can then use for their own professional development.</p> <p>Following a staff audit the staff said that they didn't feel confident with their teaching of Gymnastics. Subject lead to research options.</p>	<p>£ 445- Football coach</p> <p>£? – awaiting invoice for Gym Coaching.</p> <p>£? Dance invoice awaiting after event- Feb 2020.</p>	<p>Gym coach provided for Year 2 and Year 5 during Term 2.</p> <p>Dance coach provided for Year 4, in preparation for the festival of dance</p> <p>Professional football coaching</p> <p>Subject leader, had a meeting in October 2019, with Real Gym, following this meeting, felt that this wasn't a programme which was a good fit for Alexander Hosea School.</p>	<p>Continue to research different gymnastic packages and arrange meetings.</p> <p>Book coaches for Athletics- Term 5</p> <p>Book coaches for Cricket- Term 6</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%= £600.77
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	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>consolidate through practice:</p> <p>Additional achievements:</p> <p>The subject leader will look for ways in which the children will have the opportunities to experience a new range of sports throughout the academic year 2019/2020</p> <p>To have a wide range of afterschool sporting clubs available to the children, following their interests.</p>	<p>As it is the year of citizenship, find opportunities for the children to take part in cultural sporting activities.</p> <p>To book a whole school sporting event which links with wellbeing and the year of citizenship.</p> <p>To have a range of different sporting after school clubs available to the children.</p>	<p>Rama and Sita Dance Workshop- Nov 2019- KS2 £151.82</p> <p>Chinese New Year/Dragon Workshop – Jan 2020</p> <p>Japanese Dance Workshop- June 2020</p> <p>£200- deposit paid to date.</p> <p>£90- Netball court marking</p> <p>£158.95- Netballs for after school club.</p>	<p>The children across EYFS, KS1 and KS2 have had the opportunity to participate in a cultural dance session.</p> <p>Following on from pupil conferencing last academic year 2018/2019, we now have a KS1 football after school club.</p> <p>34 % of children attend an after school sports club.</p> <p>This breaks down as follows:- Netball 21 Cross country 35 Football-infants 13 Football-juniors 15 Multi skills 11</p>	<p>Continue to find other opportunities linked to the year of citizenship.</p> <p>Research and book a whole school sporting event.</p> <p>We do have a % of children attending clubs, this could be higher. Pupil conference those children who do not attend an after school sporting club and ask why? What clubs would they like to have available to them?</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 attend local sports competitions and compete against other local schools and represent Alexander Hosea School.	To have the opportunity for as many children as possible from Alexander Hosea School to take part in intra sporting competitions organised through South Gloucestershire Council and the Wotton Sporting Association (KLB).	£ 150.00 South Glos have not yet requested membership for this academic year- awaiting.	See Key Indicator 2 for evidence of impact from GA. We have registered and have a place booked to take part in the festival of dance on 12 th February 2020.	After pupil conferencing in Term 2, the children have voiced that they miss the inter year group competitions that we used to do at the end of each term. Discuss with PPA PE teacher to start these on going from Term 3.
To attend local sports festival, where they work with and compete against other local schools.	To hold and run our yearly sports day- May 2020.			Register for the festival of sport and football together when it is issued.
	To register to participate in both the Festival of youth dance (Feb 2020) and Festival of sport (June 2020). Also Football Together if it is running again this year.			

Signed off by

Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	