



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

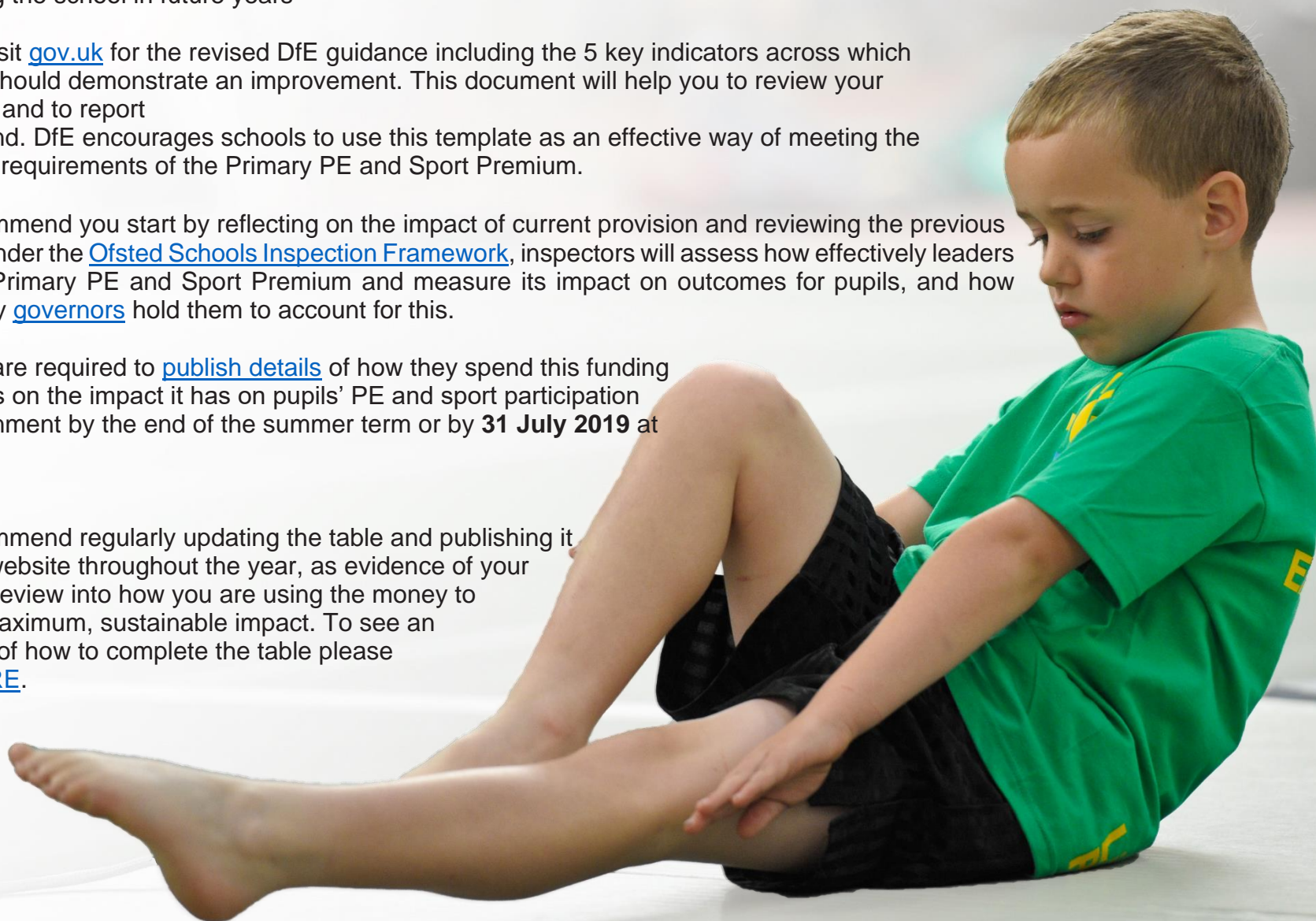
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date: Spring/Summer 2020 Summary	Areas for further improvement and baseline evidence of need:
<p>New sports coach has been employed and is leading PPA, PE lessons, clubs and some out of school sports.</p> <p>KS2 Lunchtime sports clubs offered 5 days a week.</p> <p>Equipment ordered for lunchtime sports.</p> <p>Children receive recognition of sporting ability – improved confidence of individual and aspirations of school – Congrats assemblies, newsletters.</p> <p>Staff have ordered t-shirts.</p> <p>Training has taken place for Y6 children to lead sports at lunchtimes.</p> <p>Staff audit of skills/needs re PE.</p> <p>One on one support for staff and sports coach on morning a week all year. Through teacher observations they are able to replicate high quality lessons – 2 teachers have trained by MKSSP this year. (2 YR).</p> <p>New MKSSP planning has been incorporated into PE Curriculum.</p> <p>Have been involved in 8 competitions – results, three 2nds, two 3rds, one 4th and one 6th. Further involvement curtailed due to COVID.</p>	<p>Lesson observation of coach. Organise mid-day supervisor training in leading games and roll out.</p> <p>Roll out Y6 sports leaders.- need to retrain for new year groups (including when bubbles can mix post COVID restrictions)</p> <p>Bucks CCC and St Paul's to provide teachers' development in Spring Term 2. (St Paul's yes – Bucks CCC no due to COVID)</p> <p>To extend range of opportunities for pupils to participate in a variety of outdoor adventurous activities off site e.g. Caldecotte</p> <p>Broaden range of sports clubs offered by offering street dance</p> <p>Physical Activity audit completed by class teachers. COVID curtailed.</p> <p>Take part in full season of competitions. COVID curtailed. See Sec. 5 re competitions.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	% TBC (COVID)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% TBC (COVID)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% TBC (COVID)
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 students today and for the future.

St. Monica's Catholic Primary School

This is a working document and will be updated throughout the year

Academic Year: 2019/20		Total fund allocated: £19220		Date Updated: Oct 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				22 %	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To ensure all children have 30mins of regular physical activity every day	Active Lunchtimes – Employ a sports coach to run sessions for KS2 pupils at lunchtime daily, so all classes in KS2 have an opportunity to participate	£2925 spent, including paying coach through full/partial lockdown.	Each KS2 class participates in lunchtime club once every week. 100% of pupils have the opportunity to participate in a lunchtime club. Yes . 70% pupils attending – see registers. To check .	To continue with a full programme of activities at lunchtime to increase physical activity levels	
	Active Lunchtimes – to provide training for LTS to help encourage physical activity especially at EY & KS1	Part of SSP package £500 – not completed	Lunchtime observations of coach. Costed – need to organise . (ROM)	To support new lunchtime staff to help children use all the equipment and markings to develop physical activity	
	Active Lunchtimes – carry out an equipment audit and purchase new equipment for LTS to use to help increase activity levels	£500 £250 not spent.	Head teacher and Governor observations have noted Physical activity taking place and the improved behaviour of the children as a direct result. Order form Lunchtime observation of use of equipment. Done .	To increase resource bank of ideas for staff. To maintain and increase number of active breaks	
	Active curriculum – provide staff with resources to encourage active breaks during curriculum time	£300 – £650 spent re	Physical Activity audit completed by class teachers.	£3,825 of £4,225 spent. £400 carried over.	

		COVID resources e.g spots for each child/bean bags.		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Celebrate success – assembly To share with the whole school the importance of PE and sport</p> <p>To supply t-shirts for staff to wear for PE lessons to raise the profile of PE in school.</p> <p>To give Yr 6 pupils opportunity to act as role models to encourage younger pupils to participate in sport and physical activity at lunch time</p>	<p>Ensure certificates are printed and laminated</p> <p>Order t-shirts with school logo</p> <p>Book SSP specialist to train yr 6 pupils as play/sports leaders</p>	<p>£20</p> <p>£400</p> <p>£300</p> <p>All completed</p>	<p>Children receive recognition of sporting ability – improved confidence of individual and aspirations of school. Yes.</p> <p>Children can visually see staff are prepared for sport so helps encourage children to value sport more. Staff have ordered.</p> <p>25% of yr 6 pupils involved in running sessions. Develops their leadership skills – evident from observations by LTS and head teacher at lunchtimes.</p> <p>Training has taken place with children led by Sports Partnership – now to roll out. Not rolled out due to COVID- need to re-train new year group once COVID restrictions lifted to extent children can receive training and work with other year groups.</p>	<p>Headteacher has seen the benefits of raising the profile of PE and is committed to continue to fund this area of the curriculum.</p> <p>Order t shirts for new staff.</p> <p>Train member of staff to take on role of organising and training leaders in house.</p> <p>£0 carried over. Need to repeat training for £300.</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:
				35%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to support staff to ensure high quality teaching of PE	<p>One on one support for staff and sports coach on morning a week all year. Through teacher observations they are able to replicate high quality lessons</p> <p>Lesson planning folders update with new resources printed and filed.</p> <p>CPD – book teachers on to appropriate course and book to supply to cover teacher's absence when attending course.</p>	<p>Part of SSP package £4500 -spent</p> <p>Part of SSP package £525 -spent</p> <p>£1600 £1,000 not spent</p>	<p>11 members of staff benefitting from support by specialist 3 teachers have worked with MKSSP teacher for 1 or 2 half terms.</p> <p>Observations Audit Evaluation forms Yes. Use of differentiation in lessons Lessons well organised and pace maintained. Teachers have been provided with MKSSP planning as it has arrived.</p> <p>Pupils enjoy PE and are keen to participate – number of children forgetting kit has reduced. Yes.</p> <p>St Paul's netball teacher and Bucks CCC cricket coach in in Spring Term 2 to develop our teaching practice.</p>	<p>Increased range of knowledge for supported staff on how to deliver all aspects of PE Teachers able to stretch the more able and support the less able. Target new teachers for support. Class teachers continue to be positive towards the subject and its value.</p> <p>£5,625 of £6,625 spent. £1,000 carried over</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Offer a free after school club targeting children who are unable to attend other clubs offered.</p> <p>To extend range of opportunities for pupils to participate in a variety of outdoor adventurous activities off site</p> <p>Broaden range of sports clubs offered by offering street dance</p>	<p>Employ coach to run 1 after school session a week</p> <p>Book sessions at Caldecotte experience for selected pupils with purpose of developing self-esteem and confidence</p> <p>Book transport to venue</p> <p>Book street dance coach to run a session once a week.</p>	<p>£780 not spent – to run two after school clubs from Oct half term 2 - £1,280</p> <p>£500 - not spent</p> <p>£160 – not spent</p> <p>£400 – not spent</p>	<p><i>Each class participates in lunchtime club once every 2 weeks.</i></p> <p>Number of children attending Caldecotte experience, photos, increased self-esteem and confidence having an impact on other curriculum areas (For after half term).</p> <p>20 children had the opportunity to attend the club</p>	<p>To continue to offer a after school activity club to engage all pupils in physical activity. To offer more clubs at lunchtime and after school to target chn who do not attend after school clubs.</p> <p>Identify chn who do not attend clubs by setting up excel sheet for office to use to register who attends.</p> <p>To link club with SSP festivals and attend festival. Signpost to local clubs.</p> <p>£1,840 not spent but £1,280 to be spent from October 2020 re after school clubs for two year groups.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				29%%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Attend festivals and competitions run by SSP & St Pauls	Sign up to attend festivals run by SSP Sign up to St Pauls cluster of festivals Sign up to football league & athletics events Ash to attend & assist with sports fixtures, helping to select and notify pupils attending festival	Part of SSP package £450 – spent. £400 – not spent. £1400 - £700 spent.	25% of KS1 pupils attended a festival 25% of KS2 pupils attended a festival Photos of event displayed on PE noticeboard Have been involved in 8 competitions – results, three 2nds, two 3rds, one 4 th and one 6 th .	To increase number of pupils participating in competition. Attend a wider range of competitions To overcome barriers to attending competition e.g. transport, staff involvement in festivals.
Run a Gifted and talented club to develop and progress skills of selected children in preparation for some festivals	Book transport for festivals	£900 - £160 spent		£1,310 pf £5,550 spent.
All pupils to participate in in intra school sports day	Coach – Ash- to run club Coach -Ash to organise and run event	£2000 – not spent £400 – not spent	100% of chn at school on sports day participated.	£4,240 carried over.

Remaining spend £260 + £7,480 carried over due to COVID (Spring/Summer 2020).