

# 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](http://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 **31<sup>st</sup> 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:
<p>The school continues to provide a broad and inclusive PE/Sport offer, both within both PE curriculum and a wide range of extra-curricular clubs.</p> <ul style="list-style-type: none"> <li>- The school provides high quality PE teaching, including the use of specialist Senior Teaching Assistants.</li> <li>- Over 50% of children attend after school sporting clubs each term.</li> <li>- The school is fully involved in a strong local sports partnership – this provides regular opportunities for competition and events, as well as high quality CPD. The school is also a local youth cricket hub, in partnership with Christchurch Cricket Club.</li> <li>- Our children have many opportunities to take part in sporting events and competitions – including our “less active” children. The school has a strong record in inter-school competitions.</li> <li>- The school offers opportunities for sports leadership – eg Year5 &amp; Year 6 sports leaders trained through the local Sports Partnership</li> </ul> <p>The school provides high quality PE and sporting facilities including a large, well maintained field (refurbished in 2010), a non-turf cricket wicket, and a hall with specialist gymnastics equipment.</p>	<ul style="list-style-type: none"> <li>-We have restructured the PE team at Christchurch Junior school with the recruitment of a Teach First trainee who aspires to taking on PE subject leadership and who will be delivering high quality PE and extra-curricular activities. This will support a high quality provision of PE and sporting opportunities for all children.</li> <li>- We have invested in the Complete PE which will provide staff with a complete unit of work for PE linked to our progression of skills and in line with our vision for PE, sport and Physical Activity.</li> </ul> <p>With these changes it will be important to implement and then review the impact across the whole school.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p>	78%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	74%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	36%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: £21,000		Date Updated:	
<p><b>Key indicator 1:</b> 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</p>					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:
<ul style="list-style-type: none"> <li>- Educate children in the value and benefits of a healthy active lifestyle.</li> <li>- Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>- Use active lessons to increase physical activity levels and learning.</li> <li>- Develop Bronze Ambassadors to support active playtimes and support extra-curricular activities.</li> <li>- Raise awareness of the best places to take part in sport and physical activity outside of school.</li> <li>- Provide opportunities for daily physical activity.</li> <li>- Develop a Change 4 Life club for targeted groups including the least active</li> </ul>	<ul style="list-style-type: none"> <li>- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.</li> <li>- Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy.</li> <li>- Build links with local community sports clubs through our SGO.</li> </ul> <p>Through 2 x 1 hour PE lessons weekly (and other curriculum areas), ensure pupils understand the role of movement and exercise in the development of their own physical literacy, fitness and wellbeing. Link lessons to multi-skill approach in line with our PE policy.</p>			<p>All children timetabled for 2 x 1 hour weekly PE/Games lessons. All PE lessons and many Games taught by specialist Senior TAs. Other Games lessons taught by confident and skilled teachers. Monitoring indicates that these are of a high quality based on a well-planned curriculum. At least 100 children involved in football or other activities led by Senior TA and sports leaders. More than half of children attend weekly after school sports clubs. All Y3 and Y4 children participate in swimming lessons.</p>	<ul style="list-style-type: none"> <li>- Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time.</li> </ul>

	Employment of Senior TA for 14 hours a week to teach dance and gym. Employment of specialist Senior TA to run lunch activities – supported by sports leaders. 2.5 hours weekly.	£8,327	<ul style="list-style-type: none"> <li>- Positive attitudes to health and well-being</li> <li>- Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors</li> <li>- Positive behaviour and a sense of fair play enhanced by using Bronze Ambassadors as role models</li> <li>- Pupils activity at lunch and break increased</li> </ul> <p>Evidence -</p> <ul style="list-style-type: none"> <li>- Curriculum map</li> <li>- PE policy</li> <li>- Registers of participation</li> <li>- Extra-curricular data</li> </ul>		
	Hire of local swimming pool, swimming teachers and transport weekly.	£1,635			
		£1,288 (remainder funded by PTFA)			

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
<ul style="list-style-type: none"> <li>- Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</li> <li>- Use PE and sport to develop the whole person including thinking, social and personal skills?</li> <li>- Use PE teaching to aid fine and</li> </ul>	<ul style="list-style-type: none"> <li>- We contribute funding to sustain the Christchurch School Sport Partnership which provides the following opportunities: <ul style="list-style-type: none"> <li>• Additional competitions outside of the School Games programme</li> <li>• Comprehensive CPD programme</li> <li>• PE Conference</li> </ul> </li> </ul>	Contribution to School Sport Partnership - £2500	<ul style="list-style-type: none"> <li>- Personal development (physical skills, thinking skills, social skills and personal skills).</li> <li>- Attainment and achievement, behaviour and attendance.</li> <li>- PE physical activity and school sport have a high profile and are celebrated across the life of the</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC.</li> <li>Review School development plan, Whole school policies/PE</li> </ul>

<p>gross motor skill development?  - Use sporting role models used to engage and raise achievement?  - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p>	<ul style="list-style-type: none"> <li>• Dance project and festival</li> <li>• Outdoor activity days</li> <li>• Primary Leadership Academy</li> <li>• Christchurch Sports Awards</li> <li>• Youth Sport Trust Primary Membership</li> <li>• Support from Dan Moody for team teaching and staff training.</li> </ul> <p>- Introduce Youth Sport Trust MY Personal Best programme in school. Training course attended and resources being utilised.</p> <p>- Develop a team of sports leaders &amp; Bronze Ambassadors through the Christchurch Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway.</p> <p>- SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC.</p>		<p>school</p> <p>- SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</p>	<p>policy</p> <p>- Use PE conference to review, evaluate and plan for the next academic year.</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:
				%
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:
- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	<ul style="list-style-type: none"> <li>• Provide opportunities for staff to access CPD opportunities through the Christchurch School Sport Partnership CPD programme.</li> <li>• Use specialist coaches and providers for team teaching &amp; staff training to increase the knowledge and confidence of staff in delivering PE.</li> <li>• Purchase quality assured resources to support teachers and support staff.</li> </ul> <p>Employ gymnastics and dance specialist to deliver high quality lessons and upskill other members of staff through team teaching.</p>	<p>Contribution to School Sport Partnership enter above</p> <p>£2,676 (remainder of salary already counted in above point referring to dance and gym)</p>	<ul style="list-style-type: none"> <li>- Increased staff knowledge and understanding</li> <li>- More confident and competent staff evidenced through feedback and lesson observations</li> <li>- More sustainable workforce including young leaders.</li> <li>- Enhanced quality of provision</li> <li>- Increased pupil participation in competitive activities and festivals</li> <li>- Increased range of opportunities</li> <li>- The sharing of best practice with other schools in the Christchurch Learning Partnership.</li> <li>- A more inclusive curriculum which inspires and engages all pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities</li> <li>Implement the Complete PE Resource with all staff through staff meetings.</li> <li>All teachers able to confidently plan, teach and assess National Curriculum PE</li> <li>Increased capacity and sustainability</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p>	<p>- Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</p> <p>- Review extra-curricular activities through pupil voice/Bronze Ambassadors.</p> <p>- Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community</p> <p>- Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer.</p>		<p>Over 50% of children attending after school sporting activities.</p> <p>School offers after school clubs for boys and girls football, tag rugby, netball, yoga, handball, basketball, tennis, gym, dance, street dance, boys and girls cricket, athletics, rounders, Change4Life, hockey, futsal, tri-golf</p> <p>- Engaged or re-engaged disaffected pupils</p> <p>- Increased pupil participation</p> <p>- Enhanced quality of delivery of activities</p> <p>- Enhanced, extended, inclusive extra-curricular provision</p> <p>- Improved behaviour and attendance and reduction of low level disruption</p> <p>- Increased pupil awareness of opportunities available in the community</p> <p>- improved physical, technical, tactical and mental understanding of a range of sports</p> <p>- Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?</p> <p>Evidence includes - Curriculum</p>	<p>- Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</p>

			map, Inclusive health check, Registers of participation, Extra- curricular data, student/staff surveys	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<ul style="list-style-type: none"> <li>- Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</li> <li>- Increased participation in School Games competitions.</li> <li>- Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> <li>- Select children who we feel would benefit most from the opportunities available in the Christchurch Partnership events calendar.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage with SGO Dan Moody and attend competitions run by the Christchurch School Sport Partnership.</li> <li>- Engage more staff/parents/volunteers and young leaders to support attendance at competitions.</li> <li>- Use external coaches to run competitions to increase pupils' participation.</li> <li>- Identify a set number of competitions/events to provide transport to.</li> <li>- Employ 2 Senior TAs for total of 5 hours per week dedicated time to co-ordinate sporting fixtures, and take children to a range of competitions and events (through the school sports partnerships) such as the inclusive multi-sport events and outdoor activity days.</li> </ul>	<ul style="list-style-type: none"> <li>£800</li> <li>Minibus costs £2500</li> <li>£3,429</li> </ul>	<ul style="list-style-type: none"> <li>around 30% of young people represent their school</li> <li>Around 32% of young people part of community clubs that the school has links to.</li> <li>Evidence includes -</li> <li>- School Games Mark</li> <li>- Competition/ events calendar</li> <li>- Photos displayed at school and on website</li> <li>- Competition reports</li> </ul>	<ul style="list-style-type: none"> <li>- Review attendance data and identify children for appropriate opportunities.</li> <li>- Continue to attend Christchurch Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.</li> </ul>

Signed off by	
Head Teacher:	Simon Adorian
Date:	27 July 2020
Subject Leader:	Ed Dowling
Date:	27 July 2020
Governor:	Andrew Jolley
Date:	27 July 2020