

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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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"> • Successfully securing minibus allowing increased competitive sporting fixtures and festivals. • Being an active part of the Windsor School Sports Partnership • Increased staff confidence in teaching PE • Earning GOLD School Games Award • Entering more and more local competitions 	<ul style="list-style-type: none"> • Provide opportunities for all children to access 30 active minutes outside of PE lessons. • Have an even wider range of different sporting activities in curriculum to offer the children as well as many after school • The profile of PE and sport being raised across the school as a tool for whole school improvement. • Introducing a wider range of personal challenges/intramural events

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

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: £17,120		Date Updated: July 2020		
<p>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</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?:		
<ul style="list-style-type: none"> - An increase of lunch time and after school clubs will be provided this will continue to allow students to exceed the 30 minute target. - Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Develop Sports Ambassadors to support active playtimes and support extra-curricular activities. - Raise awareness of the best places to take part in sport and physical activity outside of school. - Also having two and a half hours of PE a week allows the children meeting this 30 minutes of physical activity in curriculum time. - To increase pupils' activity levels throughout the day. - develop the participation of whole 	<ul style="list-style-type: none"> - Through PE lessons and sport, ensure our children understand the role of movement in the development of their own, fitness and well-being. - Build links with local community sports clubs through our SGO. - Train sports leaders - Lead assemblies on importance of physical activity - Develop from last year whole school of time table Ultimate Frisbee competition to include more of time table inter-house competition <p>Work with Windsor School Sports Partnership to provide more clubs</p>		£6000	<ul style="list-style-type: none"> - Pupil concentration, commitment, self-esteem and behaviour this was due to extra PE lessons were added into the timetable. - increased participation for numbers on lunch time clubs - Sports Leaders support active play across the school - children across the school more active on a daily basis and enjoy being active <p>Sports leaders helped to introduce play equipment at break and lunch time which had a positive impact on more children being active at these times.</p> <p>The inter house rowing competition was a successful whole school competition however due to covid other inter house actives were cancelled</p>		<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> - continue to manage and develop the sports leaders at break time -Continue to work on whole school Inter house activities

school interhouse competition			Evidence - - Curriculum map - PE policy - Registers of participation - Extra-curricular data	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<p>- Continue to develop the profile of PE in St Peters especially as it is the build up to an Olympic year - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p>- High quality PE lessons delivered during curriculum time. 2 and half hours a week</p> <p>- To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school.</p> <p>- School staff better equipped/ more confident to teach PE in school</p>	<p>- Children will be given a series of challenges one of them is to as a school to skip from St peters School to Tokyo Japan</p> <ul style="list-style-type: none"> • Additional competitions outside of the School Games programme • School sports leaders training <p>- Employment of sports coaches</p> <p>- Continue to develop and use whole school plans and assessment.</p> <p>- Gold School Games award</p> <p>- Inter house competitions played throughout the year</p> <p>- House Captains, Sports leaders and sports Captain to help run and organise the intra-house festivals for the school.</p> <p>- Help run and record the events for Sports Day.</p> <p>- Current Ambassadors to also develop future Sports Leaders in preparation for the following year.</p>		<p>Data on school challenges to be recorded showing successful skipping challenges and children awarded medals to try to develop the profile and enthusiasm for sport.</p> <p>Sports Olympic bands reward system introduced encouraging the Olympic values</p> <p>Assemblies to promote challenges and develop profile of Olympics and sports in the school.</p> <p>A successful range of Early Spring and Autumn Inter House competition run. With the help of Sports Ambassador and House Captains</p> <p>A successful virtual sportsday was run this year with the children embracing the new technology</p>	<p>- Monitoring use of schemes and whole school PE coverage</p> <p>- Sports leaders develop younger pupils into becoming leaders themselves</p>

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:
<p>- 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.</p> <p>- PE teacher to maintain and improve subject knowledge by maintain NGB coaching certificates</p>	<ul style="list-style-type: none"> • Provide a specialist PE teacher to teach all PE • Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. Work with Windsor School Sports Partnership. Update Outdoor first aid course and online train for FA coaching awards. <p>Support staff and PE teacher given chance to attend Windsor School Sports Training</p>		<ul style="list-style-type: none"> - Increased staff knowledge and understanding - Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Increased range of opportunities - Increased capacity and sustainability - Continued progression of all pupils during curriculum PE lessons. 	PE Lead to continue to maintain staff training in PE
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 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:
<p>- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>- Continue to offer additional extra-curricular opportunities for all pupils to</p>	<ul style="list-style-type: none"> - Provide opportunities for all children through the Windsor School Partnership - Employ sports coaches to provide age and stage appropriate extra-curricular 	Equipment £1000	<p>Clubs have increased in numbers for the Autumn term. However Covid 19 has disrupted the rest of the data.</p> <p>The Sports ambassadors were successful</p>	<p>Continue to develop a range of opportunities at different levels of competitions</p> <p>Continue to work with WSSP to</p>

<p>take part in physical activity and sport</p> <ul style="list-style-type: none"> - Providing additional links to Community Sports Clubs - Children participate in festivals/ tournaments held through PSP. - Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. 	<p>sporting opportunities and to improve sports skills in children through increased opportunities in school WSSP</p> <ul style="list-style-type: none"> - To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) - School to enter children into sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey - Equipment continues to provide opportunities during break and lunchtimes. 		<p>at increasing sport at lunch times and break time handing</p>	<p>have a large wide range of clubs to interest our pupils.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				23%
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:
<p>- 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.</p> <p>- Increased participation in School Games competitions.</p> <p>- Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p> <p>- Select children who we feel would benefit most from the opportunities available in the Windsor School Sports Partnership</p>	<p>Use the WSSP Sports Partnership sporting calendar to allow the children access a wide range of different competitive sports also the RBWM netball league and the Slough School Football Cup.</p> <p>Develop the range of Level 1 Intra Competition</p>	<p>Minibus costs £2000</p>	<p>- In Autumn and beginning of Spring Term participation in both clubs and competition were up and again the school was successful in reaching several level 3 competition this year including Hockey, Athletics, Rowing and Ultimate Frisbee. A few Children have reached regional and national competition. Due to Covid lots of the summer competition were cancelled</p> <p>- Vast majority of KS2 pupils participated in the intra-house competitions.</p> <p>- Virtual Sports day set up and enjoyed by pupils.</p> <p>- Fixture results to be published in Newsletters, on website and through facebook</p> <p>- After school club registers</p> <p>- Gold school games mark achieved again</p> <p>Evidence includes -</p> <p>- School Games Mark</p> <p>- Competition/ events calendar</p> <p>- Photos displayed at school and on website</p> <p>- Competition reports</p>	<p>- Review attendance data and identify children for appropriate opportunities.</p> <p>- Further widen opportunities for pupils to take part in competitive sporting events</p> <p>- Investigate further use of virtual inter house competitions/ children leading own events.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	