



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

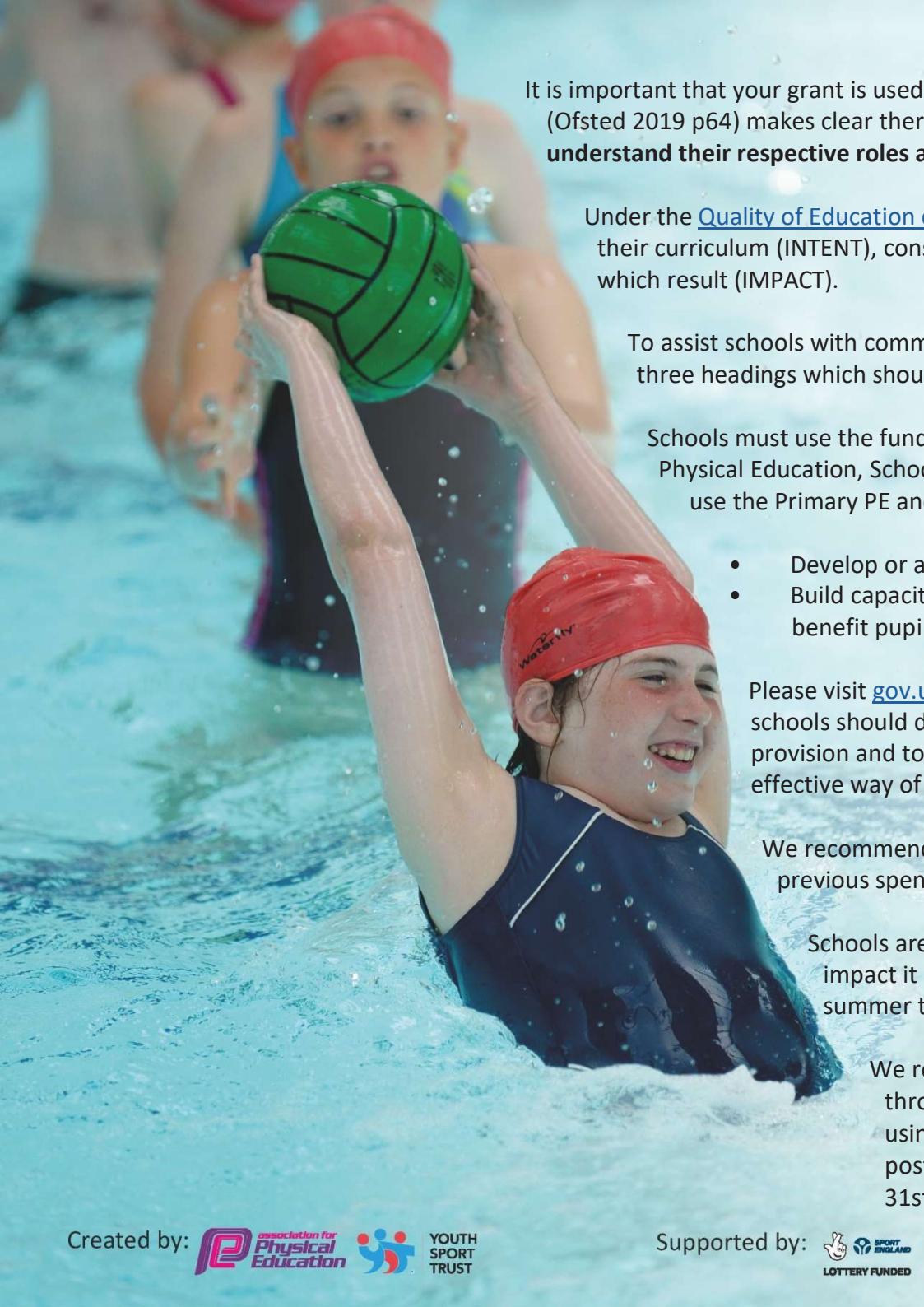
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on '**whether leaders and those responsible for governors all understand their 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:
<p>GOLD School Games Mark for the last 4 consecutive years.</p> <p>All pupils take part in at least 30 minutes of exercise. This includes activities that raise the profile of living a healthy and active life. The social, emotional health and wellbeing of pupils and staff is catered for by:</p> <ul style="list-style-type: none"> -Daily use of the Badger Trail for the Daily Mile. -Yoga exercises. - Pupils encouraged to walk/cycle/scooter to school. Safe instruction has been provided by Bikability Instructors. <p>St Bartholomew's has full membership of Team Charnwood.</p> <p>All pupils take part in Level 0 (personal development) and level 1 (inter house) competitions within their year group and across the school. Many children are involved in Level 2 (inter-school) competitions and some go on to represent the area in county finals.</p> <p>A PE Activator has been employed to raise the profile of sport and physical activity in school and is mentored by PE coordinators (AS/DEB).</p> <p>A new PE Lead has joined the school (DEB) with the AfPE Level 5 and Level 6 PE Leadership Qualifications.</p> <p>Before lockdown, St Bartholomew's staff organised competitions in their various year groups, to ensure a wide range of competitions were entered and sporting opportunities were available.</p> <p>PE competitions are celebrated in school and are reported in various media, including newsletters/website/Twitter.</p> <p>A PE top for new staff to be purchased to help raise the profile of PE and sport across the school and wider community.</p> <p>Ongoing monitoring of PE CPD, which assesses the needs of teaching staff, are booked through our 'Team Charnwood' affiliation.</p> <p>St Bart's runs a wide range of clubs including a Sportsability Club for SEND and less active pupils.</p> <p>St Bart's enters as many sport competitions as is practicable each year and</p>	<p>Even before the Covid pandemic, St. Bartholomew's was a growing school of over 500 pupils. Having more indoor space for PE and school sport (i.e. a second school hall) has become more necessary, as pupil numbers have increased. The Covid pandemic has had a profound impact on school life, meaning the hall is under more pressure, due to the necessity of keeping classes separate at lunchtime. The development of sports infrastructure is likely to be needed going forwards.</p> <p>The Covid pandemic has highlighted the need for classes to have access to several indoor and outdoor spaces to take part in physical exercise, to cater for several classes at once. We are fortunate to possess a large site and staff and pupils have been flexible to work together to ensure pupils stay fit and active.</p> <p>The PE Activator coordinates a great deal of the school sport and extra-curricular opportunities we offer our children. However, to ensure a wide-ranging provision, several members of school staff support attendance at various competitions.</p> <p>Most sporting competitions have stopped since the Covid pandemic. Hopefully, they will re-start when safe to do so.</p>

celebrates the participation of these.

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.	72% (Dec 2019)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	72% (Dec 2019)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	38% (Dec 2019)
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 Year 2 and SEN pupils are taken to the local pool to familiarise them with the swimming routine and build water confidence before they access the year 4 swimming course.

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: £20330 + £5660 cfwd from 18/19 = £25990	End of Year Actual: £21525 spent, £910 committed cfwd, £3555 cfwd	Date Updated: 17 th September 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: 9.76%
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: £2537	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Sustainability and suggested next steps:
All primary school children undertake at least 30 minutes of physical activity a day in school – improve social, emotional and physical health of all pupils. Encourage walking /cycling / scootering to school.	Full membership of Team Charnwood Member for 19/20 academic year 30 minutes of exercise, including: -Daily Mile using the Badger Trail (see class timetables). -Daily Yoga - KS2 children lead at the end of break and lunchtimes. -Organised lunchtimes and break-times games and activities led by PE Activator. -Movement for learning, -Dough Disco -Get Active Get Moving. Table tennis resources Hockey resources bought Inflator football/ racket grip Inflation kit Vests	£1151 - £441 actual / £710 cfwd 19-20 £41 £92 £22 £21 £68	All pupils take part in the daily mile. This stopped during the pandemic. Staff to be flexible with timings, while pandemic continues (i.e. not having a fixed time, as not logistically practical) and get the pupils doing the daily mile once again.

	Tennis Balls Football Pitch Work / Resources Various Balls for sports in school	£51 £645 £446		
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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: 73.73%
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: £19164	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To raise the profile of PE and sport across the school – more pupils engaged in a wider variety of physical activities in lessons and extra-curricular sessions.	Employment of a PE Activator to organise playground activities, mentor SSOC & playground leaders, run afterschool clubs, liaise between Team Charnwood & other external agencies offering sporting opportunities & CPD. SSOC attended Leadership training, blogging on the School Games website, SSOC noticeboard regularly updated (supported by apprentice) All PE competitions reported in the newsletter/website/Twitter. Athletics Association 3 days supply cover for PE coordinator to be released to liaise with new PE activator and complete	£18544 £20 £600	Teachers are supported by the PE Activator during PE lessons. This enables teachers to maximise lesson time, meaning the pupils can be active for longer. Pupils are enthused and coached in a range of sports by the PE Activator, alongside the teacher, whose skills, knowledge and understanding serves as 'in house' CPD for staff. During the Covid pandemic, the PE Activator's role has been essential, to help perform duties of auditing, preparing PE equipment for lessons and cleaning the PE equipment.	Continue to engage in the School Games Award, Team Charnwood and cross-country events.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 1.36%
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: £354	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increased confidence, knowledge and skills of all staff in teaching PE and sport through CPD, external coaches and team teaching with school staff – pupils will receive high quality PE and school sports.	CPD available through Team Charnwood offer. (Free or reduced cost) University & local club coaches come into school to lead sessions/ work alongside staff. Staff are always in attendance so this builds confidence and works as effective CPD.	£200 cfwd 19-20	Fencing coaches have come into school to teach introductory fencing to Key Stage 1. Thereby providing CPD to staff. 'In house' support with PE lessons is provided by the PE Activator.	Continue to make the most of external expertise, as appropriate, once it is safe again for people to come into school. Continue to use PE Activator to help with lesson support.
Raise profile of PE throughout the school and at sports competitions and fixtures.	Part funding of Hoodies for new staff for undertaking outdoor PE	£154		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 1.46%
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: £380	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Continue to offer a wide range of activities both within and outside the curriculum in order to maximise pupil involvement. PE activator to focus particularly on involving pupils that do not take up additional PE and sport opportunities. -Less mainstream sports, e.g. Tri-golf, cross-country and table tennis are attended.	PE Activator & LSA to run a weekly Sportsability Club for SEND and less active pupils. SSOC & LSA to run Boccia clubs at lunchtime	£380	Prior to lockdown, more pupils engaged in school sport. Less mainstream, more niche sports included in curriculum.	Continue to provide clubs for pupils, thereby maximising participation in school sport. Continue to expose students to a wide-range of sports and activities, so they may find 'the sport for them'.

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:
-Continue to enter existing and new School Games competitions and local sports events. -Identify and target less active pupils and engage in competitive activities. -Promote School Games pathway level 0 – level 2 or 3 -Indicate competitive element with PE lessons, where appropriate.	Boccia and Sportability clubs and competitions. Extra-curricular clubs run to prepare children for level 2 & level 3 School Games Pathway England Hockey Player in to undertake coaching with KS2 children	See previous Key Indicator 4 as part of £380 funding.	Pupils were inspired and the PE display is visible in school.	Continue to invite athletes into school.
Continue to mention the school's success at cross-country competitions at assembly, and raise school the profile of competitive sport within the school community.	Organiser of cross-country invited into school to present St Bart's with the winner's cup.	Within team Charnwood cost (see above)	More younger pupils inspired to take up the sport and be part of St Bart's cross-country legacy.	Participate in cross-country races, once season begins.