

Evidencing the Impact of Primary PE and Sport Premium -Guidance & Template-

Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), 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 and the effect it has had on pupils' PE and sport participation and attainment.

Revised September 2016

Schools must include t

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- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

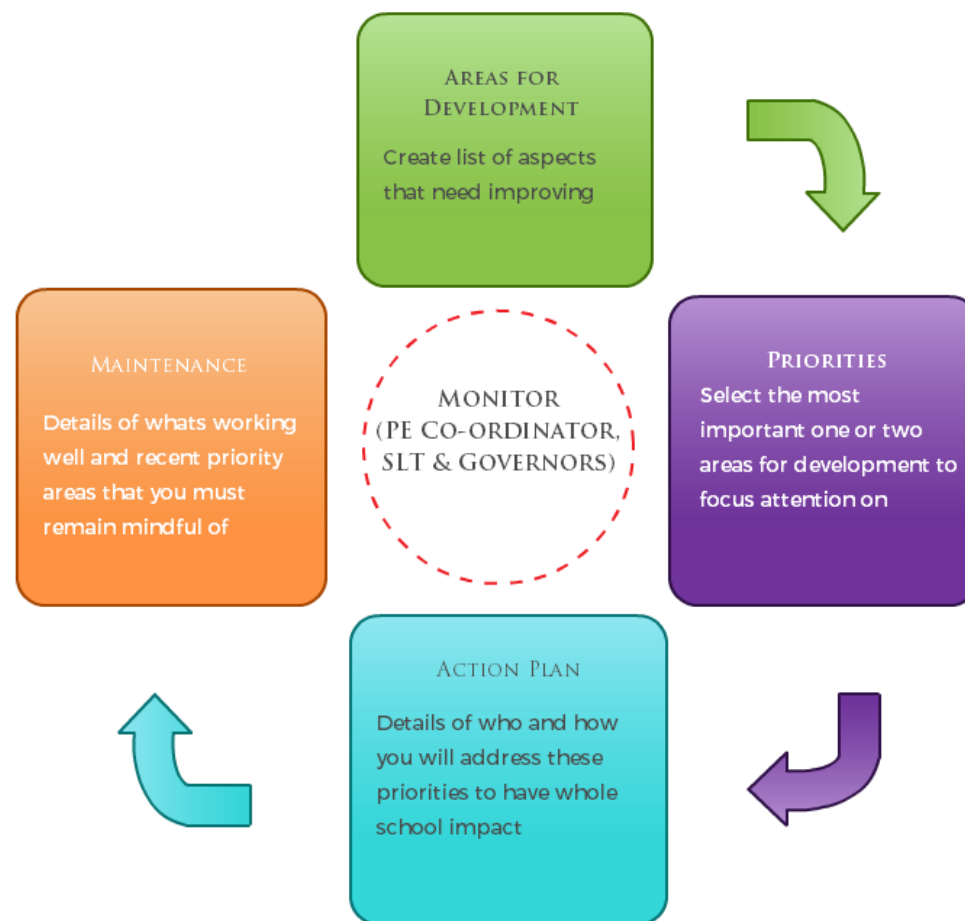
Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.

HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:



- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Guidance on the primary PE and sport premium can be found at [gov.uk](#).
Annex 1 – Primary PE and Sport premium – Online reporting template

Name of school: Becket Primary School

Academic: 2018-19

In previous years, have you completed a self-review of PE, physical activity and school sport? No

Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? No

Is PE, physical activity and sport, reflective of your school development plan? No

Are your PE and sport premium spend and priorities included on your school website?

Yes

SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out all of the below:
• What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	71
• What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	NA
• What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	NA
• 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

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2019/

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
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<p>5. increased participation in competitive sport</p>	<p>Target this year has been impacted by Covid 19 and accessibility. The majority of children in KS2 do not experience competitive sport in some form, whilst KS1 is lower still. Participation in NSESP events and MAT events also impacted this year by Covid 19.</p>	<p>National Covid guidance permitting, A focus will be to create and attend events with an emphasis in KS1, whilst organising more MAT run events to cover the gap in the P.E association calendar. School to run House competitions with a focus on KS1. Mini bus licence for staff.</p>
<p>4. Develop a key progression of skills through a broad range of games to improve co-ordination and motor skills.</p>	<p>Using the P.E curriculum calendar for the year has allowed us to deliver a range of sports that will engage as many children as possible. Sports Leaders were trained to lead lunchtime games. Support received training from NSSPEA to improve provision at lunchtimes. Additional resources were purchased to support implementation.</p>	<p>National Covid guidance permitting, it is important to introduce new sports and to rethink which sports at what time of the year – gymnastics in the winter when we need to use the hall space. Consider how skills for each sport adds progression for core skills in line with PE vision. Train staff in Real PE.</p>
<p>1. the engagement of <u>all</u> pupils in regular physical activity – kick-starting healthy active lifestyles</p>	<p>Participation in after school sports clubs has diminished this year. Only 14% of children have attended after school clubs run by paid for coaches. After school clubs forced to cease due to Lockdown and partial school closures.</p>	<p>National Covid guidance permitting, we will have structured activities at lunchtime to decrease behaviour problems as well as increase our pupil’s physical activity. Provide equipment to ensure a wide range of activities whilst children remain in bubbles, through purchasing additional resources and a having a clear rotation between groups. Next year,</p>

	<p>Lunchtime clubs/ activities have had huge success since September, with more of our children getting involved in the activities run by our young sports leaders. With that, I know our children have had an additional 20-30 mins of high quality physical activity daily.</p>	<p>use the current year 5 to help train new leaders and train our young sports leaders or provide plans to our play leading adults. Offer a wider use of kit to encourage participation. Continue using the Get Set Tokyo resources to encourage exercise at home.</p>
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SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children’s physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

Academic Year: 2019/2020		Total fund allocated: £ 17,780					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
5. increased participation in competitive sport	Create opportunities for all children to experience competition in sport with a focus in KS1.	North Somerset P.E Association membership 2018-19. Putting on transport for children to access events.	£1200 £2000		Event log. Increase in the number of children participating in some form of competition.	Schools participation in sporting competition has been impacted this year by Covid 19. Staff were trained so that they had	Continue membership of P.E association. To focus on increasing participation in competitive sport in KS1 Increase availability of transport and adults to support

		Equipment to host events at school.	£200			<p>the knowledge to train play leaders.</p> <p>2 adults have been trained to lead Sports leaders at break times.</p> <p>PE audit of school resources and Lessons.</p>	<p>participation (Mr Francis mini bus license).</p> <p>Inter school competitions amongst houses.</p>
4. broader experience of a range of sports and activities offered to all pupils	Allow children to experience alternative sports across the school.	<p>Delivery of Forest School across KS1 and KS2 interventions – Term 1 year 6, 2 and 3. T2 – Y5, Y2, PS. T6 – Y4, Y1, interventions</p> <p>Outside clubs running afterschool at school – part funding children’s participation. Outdoor education for KS2.</p>	<p>£5000</p> <p>£1000</p>		Curriculum calendar.	<p>T2 & T6 Groups were unable to experience Forest School due to Covid 19.</p> <p>Participation in After School clubs this year was low. (14%)</p>	<p>Continued funding of Forest School from Sports Premium budget to provide children with a wider range of active outdoor learning activities.</p> <p>Pupils to experience new sports. Expert visitors if Covid allows.</p> <p>Range of clubs to be offered by the school staff, if allowed by Covid in the latter part of the academic school</p>

		Sports Leaders to lead activities at lunchtimes e.g. speed stacking, archery etc. Resources for play leader activities – directly linked to training.	£200 £300		Sports Leaders timetable.	Children have a greater choice of activities at lunch times. Play leaders are given a role in the school to develop their own leadership skills.	year. Information to be gathered regarding interest of clubs. Sports leaders to continue to be trained and more equipment made available in line with current guidance.
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	Improve children’s physical health across the school. Develop a mentality for physical activity.	Living Streets – Upgrade bicycle sheds or set up park and stride/ walking bus.	FREE		Increase in those who travel actively to school. Modeshift Award.	Impacted by Covid. School was on its way to receiving it’s award with a high number of children walking or cycling to school. 84% of our pupils currently travel in an active manner.	Continue to encourage active travel to school. Hang scooter racks to encourage pupils to ride them to school.

		Cycling sessions to encourage children to travel to school by bike. – T1 year 2 and 5.	£900		To increase the number of children able to cycle/scoot	Sole Cycling gave pupil an understanding of road safety and taught 16 pupils across two year groups to ride a bike, that couldn't before.	To continue Sole cycling and Bike ability groups if Covid guidelines allow.
		Additional swimming lessons for children to reach 25m.	£1000		Increase in percentage of year 6 achieving 25m.	72% of current Year 6 children have left school this year able to confidently swim 25m	Continue swimming lessons for YR4, YR5 and YR6
		Monitoring of P.E being taught across the school.	£300		2 hours of P.E a week.	NSSPEA visit to audit PE across the school.	Writing of PE vision for the school. Focusing on the whole child. Real PE training for staff.
		Sports to School coaches to deliver lunchtime clubs through the week.	£1000		60 minute of physical activity a day. 30 minutes in school. Baseline improvement.	Activities offered to pupils by coaches, encouraged engagement and physical exercise.	Use play leaders with a greater amount equipment available to encourage further engagement.

		Sports leaders leading sessions at lunchtimes.			Number of children participating in them.	Higher volume of children participating in physical activities and less infractions.	See above
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See attached EDUP Doc for actual expenditure and remaining funds.

Completed by (name and school position): Nick Francis

Becket Primary School

PE Lead Coordinator

Developed by



Date: 09/09/2019

Review Date: 14/07/2020

Supported by



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