



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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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 2020** 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:   | Areas for further improvement and baseline evidence of need:   |
|---|--|
| <p>Whole School expansion on 'Real PE' invested in CPD to impact on staff confidence and children's enjoyment, being delivered Spring 1. This will then ensure a whole school approach offering continuity through Key Stages.</p> <p>A range of clubs (Football, Basketball, Athletics, cricket, tag rugby).</p> <p>The school has continued to enter a wide range of external sporting events.</p> <p>A range of equipment has been ordered for the children to help promote new sports (Table Tennis Tables, Netball posts).</p> | <p>An opportunity for all children to participate in external sport events before they leave Jennett's Park School.</p> <p>More external events allowing SEN and PPG pupils the opportunity to impact on their experience in PE.</p> |

| Meeting national curriculum requirements for swimming and water safety  | Please complete all of the below:   |
|---|---|
| <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 children may swim in another year please report on their attainment on leaving primary school.</p> | <p>This was not possible due to Covid. Will be offered in March 2021 onwards.</p> |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>  |   |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>  |   |

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?

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.

|   |  |                                      |   |  |  |
|---|--|--------------------------------------|---|--|--|
| <b>Academic Year:</b> 2019/20   |  | <b>Total fund allocated:</b> £19,320 |   | <b>Date Updated:</b> March 2020  |  |
|   |  | <b>Total spent</b> £27575            |   |  |  |
| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 60 minutes of physical activity a day in school |  |                                      |   |  | Percentage of total allocation:<br>24% |
| <b>School focus with clarity on intended impact on pupils:</b>  | <b>Actions to achieve:</b>   | <b>Funding allocated:</b>            | <b>Evidence and impact:</b>   | <b>Sustainability and suggested next steps:</b>  |  |
| All children complete the Daily Mile weekly.  | To ensure the Daily Mile is contributing to the children's 60 minutes of activity.   | £5000                                | The Year groups to choose a Country and the children to count the amount of miles they achieve to reach the selected Country. This will embed cross curricular links. | The children can then choose a new Country and could compete to achieve a new personal best. How quickly can they reach their new Country.   |  |
| A wider variety of equipment on the playground to allow children to engage in a range of games and activities.  | The children will be ore engaged in physical activity and undertake frequent exercise.   |                                      |   |  |  |
| Skipping rope challenge, the ropes count how many skips the children complete.  | The children compete in a skipping challenge to beat their personal best from the previous lunchtime.  | £500                                 | Every week the children go into the MUGA and will compete in a skipping challenge which is all about their personal best.   | The skipping ropes are owned by the school and the children could create their own ideas and games or set challenges to how many skips they could achieve in 1 day or a week.  |  |
| Table Tennis Tables, physical activity.   | Introduce Table Tennis as a sport and how to play. The children to learn simple strokes and techniques. Each year group has a set day where they have the table tennis tables. | £1,075.28                            | The children will have another opportunity to learn a new sport as well as carry out a range of hand-eye coordination activities and games.                           | The children could run a competition for all year groups, there may be an opportunity to attend or host a table tennis league or event with local primary schools. Get a coach or international player in to talk to the children in an assembly or class. |  |



| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport                           |   |                    |   | Percentage of total allocation:  |
|---|---|--------------------|---|--|
|   |   |                    |   | 23%  |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:   | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps:   |
| Association for PE membership   | Membership provides the school the latest info on sports development and avenues to explore best practice in a wider community.     | £150               | Teachers are more aware of changes in sports or further CPD sessions.   | Ensure teachers are equipped with the latest sports knowledge and understanding of REAL PE and sport events we attend as a school. |
| Bracknell SLA opportunities   | Membership of Bracknell SLA   | £2500              | Wider variation of sports being practised and competed at events for the school.                                  | Allow KS1 wider opportunities in competitive external events.  |
| Whole school inset with Real PE legacy providing assessment tools and interactive support                                   | Real PE trainer booked in to train teachers at the January inset to start the schools collaborative journey to understand 'Jasmine' | £3,750             |   |  |
| Real PE Lesson samples.   | Rupert to demonstrate 3 sample lessons for all staff followed by a twilight session.  | FOC                | Teachers able to attend a sample lesson to help them with how to use 'Jasmine' also ask any questions afterwards. | To ensure new members of staff also receive CPD of 'Jasmine'.  |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils                               |   |                    |   | Percentage of total allocation:  |
|   |   |                    |   | 0%   |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:   | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps:   |
| Additional achievements:  |   |                    |   |  |
| Highlight and provide a wider range of opportunities by establishing links with local clubs and avenues to the local clubs. |   |                    |   |  |
| Magpies United offering coaching and girls afterschool football club.   | Maintain a KS2 girls football team next year.   | FOC                | A great attendance for the afterschool football club as well as teachers more confident in                        | Continue to run a girls football club as well as allowing staff to build their confidence in                                       |

|  |  |                           |   |  |
|--|--|---------------------------|---|--|
|  |  |                           | delivering PE lessons.  | delivering PE lessons across a wider age range.  |
| <b>Key indicator 5: Increased participation in competitive sport</b>   |  |                           |   | Percentage of total allocation:  |
|  |  |                           |   | 14%  |
| <b>School focus with clarity on intended impact on pupils:</b>   | <b>Actions to achieve:</b>   | <b>Funding allocated:</b> | <b>Evidence and impact:</b>   | <b>Sustainability and suggested next steps:</b>  |
| Developing a sustainable participation in sport so as a wider range of children can be involved in events and festivals.       | Highlight opportunities that allow a friendly and competitive team entry.                                |                           | The children are wanting a wider range of afterschool clubs or attending new sport clubs outside of school.                           | Have more sports clubs at the school, including the new equipment- table tennis.                                       |
| Transport costs.<br>Team events  | Staff commitments to support these opportunities   | £1,300                    | Can attend more events even when further away. Children thoroughly enjoyed the competition and are wanting to attend again next year. | Think about how to limit costs of travel next year, use Ranelagh minibus, have a teacher with D1 to drive the minibus. |
| Supply costs £200 per session x typical 10 events  |  | £2000                     |   |  |
| Sports days to be run by Magpies United with a range of new ideas and events introduced to allow competition for the children. | Maintain the structured competitive element of sports day by modifying events to retain engagement.      | FOC                       |   |  |
| Triathlon  | Children took part in a triathlon, competing against other schools and working collectively as a school. | £500                      | The children worked as a team and supported each other in all events, have requested to attend again next year.                       | Have leader roles within the groups, allow the children to gain experience in leadership of their peers/ teams.        |

Please note that the school has invested additional funds into sports and physical activity provision. Hence our figure exceeds the funds sent to us in our sports premium grant.