

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:
<p>Promotion of the importance of physical activity within school.</p> <p>Teaching of P.E. is now undertaken in smaller more age specific cohorts.</p> <p>Children are engaging in more physical activities during break times.</p> <p>Activity tracking is encouraging children to move more and be aware of this movement.</p>	<p>Developing links with local sports organisations/clubs to encourage sports outside of school.</p> <p>To develop a wider range of opportunities for physical activity regardless of the weather.</p> <p>To develop social collaboration and teamwork.</p> <p>To explore the development of staff to deliver swimming lessons.</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>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.</p>	There are currently no Y6 children on Jigsaw roll so as a result no swimming is currently undertaken
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	There are currently no Y6 children on Jigsaw roll so as a result no swimming is currently undertaken
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	There are currently no Y6 children on Jigsaw roll so as a result no swimming is currently undertaken.
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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £		Date Updated:	
<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?:	
To promote regular daily activity and for children to take responsibility for their own movement.	Pedometers bought for all children so that they are able to track the amount of steps that they complete each day within the schools hours.	£300.00 for school branded watches with pedometer facilities.	Children understand the importance of movement (this has been linked to the 5 ways to wellbeing) promoting the value of daily exercise and how it benefits both physical and emotional wellbeing.		Encourage inter school and personal competition for the number of steps achieved per day and/or week.
Introduce a range of new activities to children to encourage participation in physical exercise.	By introducing a range of new activities children will be more encouraged and motivated to engage in movement.	£1000.00	By accessing new and previously unused equipment children have to date, been participating in sporting and physical activities on a wider scale than has previously been observed.		Ensure the equipment is stored correctly, accessed appropriately staff have knowledge in the correct uses so they are able to share this with children. Equipment to be replaced or serviced as is appropriate.

To have a wider range of differing age specific physical and sporting activities.	By having a range of age specific activities children will be far more likely to participate in a range of differing activities.			
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:
To remove the barriers of accessing sporting equipment and apparatus that supports movement by creating more centralised and easily accessible storage.	Accessibility of equipment has historically been an issue to due to storage of goods. By having a centralised, organised and convenient storage facilities for interior and exterior equipment all staff can access items to support P.E lessons, break time activities and the daily mile.	£1500	Due to Covid-19 the impact has to date not been felt due to social isolation measures and a lack of access to school. It is envisioned that by having a container and an internal storage area we will be able to have more streamline and organised access to equipment specific for each area. It will also allow for external classrooms to be less cluttered with equipment and activities.	Continued itemised storage and termly auditing of equipment will need to undertaken. This will also include the continual organisation and cleanliness of both areas. Exterior storage may in the future need some maintenance to remain its integrity.
Holding a range of 'sports themed days' such as participating in a sponsored fun run, sports day etc	Developing the stamina of children to allow for participation; completing a couch to 2km (or more) style activity.		Has been unable to be completed due to COVID-19, may be able to be arranged for future completion.	Similar events to be completed termly.

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:
Key members of teaching staff to access specific and specialised training to increase skill levels.	Swimming qualifications are being looked into to enable the direct teaching of swimming to children on our roll and to ensure Y6 children are receiving statutory requirements. Curriculum leader to access specific training days to develop further confidence and skills which can be transferred to the wider teaching team.	Unsure at this time. Free courses – cost of supply may need to be looked into.	This is currently being explored and further details will need to be gathered before this can move forward. Consideration needs to be placed on the logistics, pool specific obligations, staff ratio's and the needs of the children on roll at the time. Courses cancelled due to Covid-19 so no impact at this time.	Once further information is available this will be presented to the SLT and management committee to look at the viability of completing the course and teaching swimming. CPD is an important factor that will always be relevant to staff at Jigsaw.
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>Bike ability and cycle awareness course.</p>	<p>To improve the skills, knowledge and proficiency of children in relation to cycling. The aim would be to support and encourage the use of cycling as a means of transport, exercise and enjoyment amongst all of our children.</p>	<p>Free service</p>	<p>This service will need to be rearranged as the course was scheduled to take place in mid-May, but of course schools are shut due to the COVID-19 situation.</p>	<p>This will need to be re-booked. The impact may be that this will need to be in the 20/21 academic year due to scheduling of the service provider.</p>
<p>Purchasing a wide range of sporting goods that we, as a school, have not previously had access too.</p>	<p>By purchasing a broad range of sporting equipment the aim is to give children access to a host of new experiences and activities that they may not have previously been able to enjoy. Several of these pieces of equipment are introducing new activities to children and allowing for new skills to be developed. Also by accessing a wider range of age related equipment, the development of key skills is able to be considered.</p>	<p>£1250.00</p>	<p>Children are accessing and using new equipment which is therefore enabling the development of new skills. Equipment includes a range of indoor and outdoor activities for use during free play and organised sessions. Due to the nature of the new equipment children are enthused to try a range of new equipment and are showing that they are not getting stuck using the same equipment on a regular basis.</p>	<p>To maintain enthusiasm continued access to a range of equipment will continue to be allowed. Where and when appropriate equipment will be used with organised lessons to upskill children. Moving forward, fresh equipment and new activities will be developed and purchased to continue to keep the enthusiasm.</p>
<p>Organisation of outdoor education activities such as water sports, orienteering etc.</p>	<p>To undertake a range of outdoor activities and team building exercises. This will enable the development of skills that we are unable to develop within a school setting. The success of a singular day's event last year was long</p>	<p>£750.00</p>	<p>These activities will need to be rearranged. It was intended that these activities were to be undertaken during the summer term but the COVID-19 pandemic has of course altered this situation.</p>	<p>If scheduling allows and children are present in school, we will explore purchasing these services in the latter part of the summer term. Moving forward, explore the potential of completing similar</p>

	<p>lasting and so a range of events during a period an improved weather over the summer term will be sought.</p> <p>The range of activities will include water craft, teamwork, rope skills, orienteering and adventurous play.</p>			<p>events/activities on a more regular basis.</p>
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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:
School sports day	A range of sport and physical activities exploring a range of skill sets will be offered during school sports day. This will offer children the opportunities to compete against their peers and the wider school community in a range of activities. These activities will include athletic events that challenge a range of movement types including running, throwing and jumping. Fine motor skill based activities and also events that require a degree of technical ability.		During wider PE lessons and within structured break times children will be given the opportunities to participate and learn a range of activities that will assist in the competitive nature of sports day.	Annual event at present but this could be increased to be a termly event looking at and focusing on a range of skills.
Inter school competition.	Due to the nature of our children it is highly unlikely that we will participate against other schools in a sports or physical activity environment as discussed in previous submissions of this document.		Despite the restrictions due to our cohort, inter class and team competition is encouraged at Jigsaw within a controlled environment. This will often also have staff participation to further encourage, scaffold and model appropriate responses to competitive game play.	Other avenues of competitive practice to be explored. Encouraging children to participate in sport activities and with identified teams (as discussed in areas for development at the beginning of this document).

Signed off by	
Head Teacher:	Ms E. Rothlisberger
Date:	May 2020
Subject Leader:	Ben Mason
Date:	May 2020
Governor:	Mr D. Hains
Date:	