

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

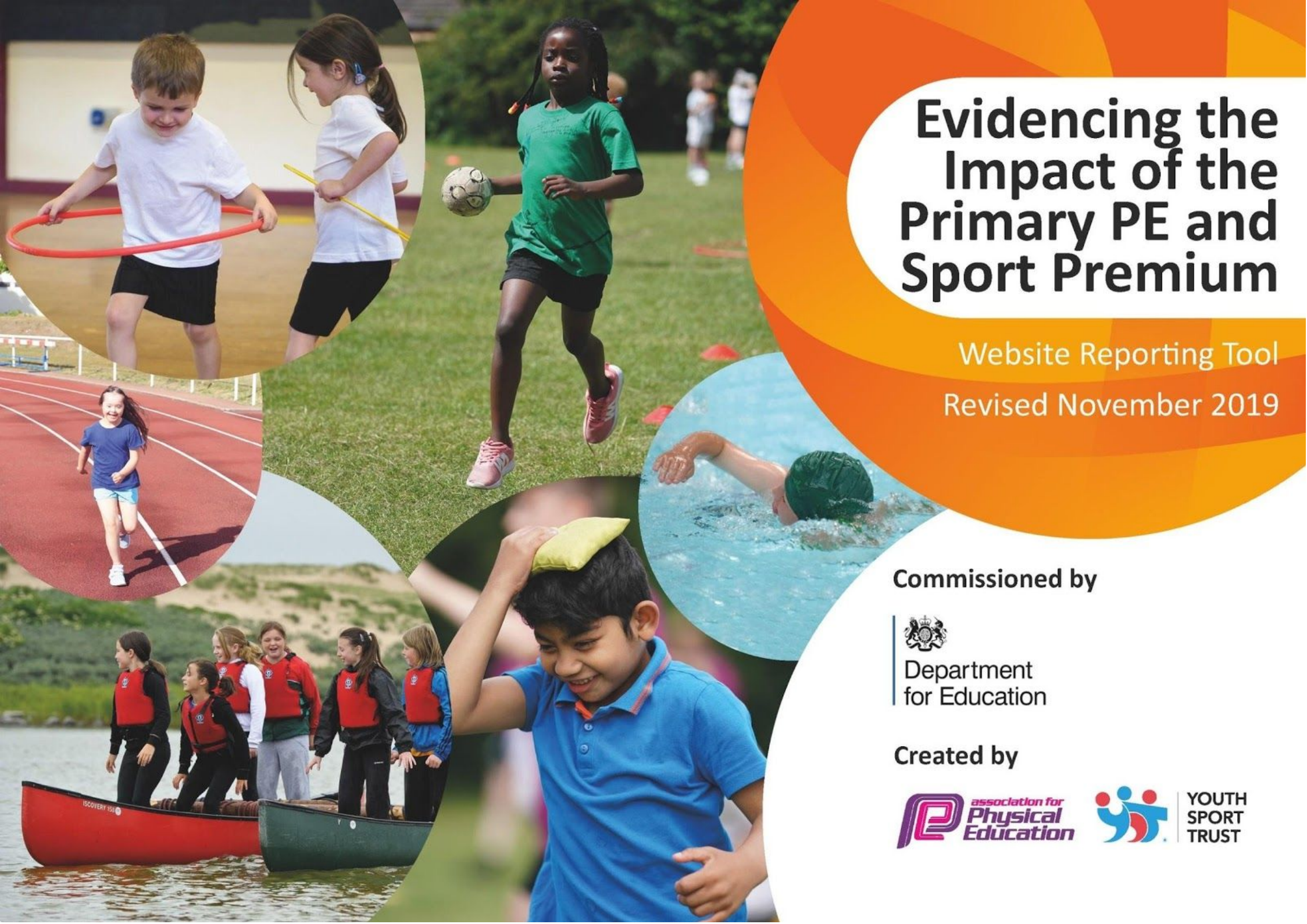


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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their 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](#).

PE at Camblesforth Community Primary Academy has evolved over the years; it is our mission to ensure all children become healthy and active adults. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children.

We want to provide as many opportunities for our pupils as possible so that they leave Camblesforth Community Primary Academy physically literate and have a life-long desire to take part in sport and keep healthy. PE is offered to pupils in EYFS, right through to Year 6, twice a week. We offer extra-curricular clubs throughout the year, targeting the whole school in a range of activities. As well as having a specialist PE coach in our school every week, we also seek PE provision from external providers within the local community. With so much participation and enthusiasm for sport, we also enter as many competitions as possible, allowing children to take their sporting passion to the next level. We do this through buying into the Selby School Sport Partnership Network.

We believe that staff have a passion for teaching PE and regular CPD opportunities are available and offered to staff. We have a specialist sports coach who delivers PE and promotes the benefits to pupils on a daily basis. Having a specialist sports coach allows the pupils to benefit from specialist lessons and also for staff to observe good practice. We have found that this also gives more pupils the chance to train for and enter competitions. In addition to our specialist coach, we have a passionate subject leader who is always seeking new opportunities for our pupils and a senior leadership team who recognise the importance of an active lifestyle. With the funding available from the government, Camblesforth Community Primary Academy sees this as an opportunity to build upon and create a legacy for ALL of its pupils. We plan on spending the money in a way which benefits all pupils and staff, not just now, but also in the future. We want to create capacity to offer a sustainable programme of sport.

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:

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/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: 2018/19	Total fund allocated: £	Date Updated:		
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:
				%
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:
The sports coach has designed a long term PE plan where different sports and activities are identified for staff to deliver during the academic year. This offers children access to two PE lessons a week, one to be delivered by the specialist sports coach and the other by the class teacher.	Class teachers were made aware of the long term PE plan at the beginning of the academic year. Class teachers were able to have their input into what sports and activities they felt confident in delivering and what sports they felt they may need some support in.		Children have been able to access two PE lessons a week at the school. This has improved the children's knowledge and understanding in several different sports and activities.	In summer 2 start to map out the PE long term plan and devise which sports the class teachers will be teaching to the children. Continue to support class teachers and try and upskill them so they can gain more confidence when delivering PE to their class. Potentially source out some training courses or CPD events for the class teachers

<p>Children who have been selected as Sports Leaders will continue to engage children in positive activities at lunchtimes and break times throughout the week.</p>	<p>Children to be continuously upskilled on games and activities by staff members to ensure the positive activities are engaging the children who are wanting to participate. This will be offered to all children at the school.</p>			<p>All year 5 and 6 children will have the opportunity to apply to be trained for the role as a sports leader. (Children who are leaving year 6 to go to high school are to be replaced by the new year 5/6 children)</p>
<p>Staff to be upskilled to help improve their knowledge of healthy activities such as Active 30:30, wake up shake up, golden mile and therefore meeting the criteria set by the government of every child participates in 30 minutes exercise everyday.</p>	<p>Staff to access a variety of 30 minute exercise options such as the golden mile. The local SGO has been contacted in order to come and deliver training on Active 30:30 and therefore helping to upskill staff and improve the knowledge on the subject.</p>			
<p>Throughout the academic year a variety of after school clubs of different sports and activities has been offered to all the children in KS1 and KS2. These after school clubs have been delivered by the sports coach or an external company and are offered to all children</p>	<p>Maintain and monitor which children have attended after school clubs by adding information to the sports extra curriculum database once the register has been taken</p>			
<p>The PE Coach/staff will deliver extra training to children who have been identified for teams for upcoming sporting events and level 2 competitions.</p>	<p>PE Coach/staff to deliver break time or lunch times activities linked to extra curricular skills and sports sessions linked to level two competitions within the Selby cluster. e.g Netball, Quick Sticks, Sportshall Athletics, Quad Kids</p>			<p>The PE coach will continue to deliver extra clubs. Staff members to be identified and trained up to improve their knowledge and understanding of sports so they can also deliver extra clubs, helping to improve the sustainability of sports throughout the school. Staff will be kept up to date with the sports calendar and any other upcoming sports events</p>

The School has developed the use of the outdoor area for EYFS children to engage in physical demanding and engaging play.	EYFS lead will monitor Physical development with PE lead for both gross and fine motor.			
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:
Throughout the academic year staff will be updating the school community by using different social media tools such as the school website, bloomz and twitter.	PE coach to monitor the social media outlets such as twitter and maintain they are constantly being updated. Funded release of staff so they can attend and support events. Staff will take an ipad to capture photos and evidence of the children when they are attending sporting events or tournaments.			PE coach and staff members will continue to take evidence of children attending events/tournaments and showing good practice in PE and sport. This evidence will then be uploaded to social media outlets so the school community can view it.

<p>Every week in a Monday assembly a sports award is given to a child or children who have shown good sporting ability or attitude in a PE lesson, event or tournament.</p>	<p>TBC</p>			
<p>The PE coach or staff member will attend meetings that are being held by the Selby cluster competitions manager across the Selby District.</p>	<p>The person who attends these meetings will liaise back to staff or the PE coach with any information gathered at the meeting.</p> <p>The staff member will prioritise any information gathered in the order of importance and relevance to the school.</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:
The PE lead has continued to meet with the academy trust PE specialist on a regular basis and discuss how to improve certain areas of PE provision within the school.		£1000	Meeting with Academy Specialist and other PE leads took place in September.	
The PE coach will start to map out a three week teacher development provision to upskill staff in their delivery of PE to the children.	- Staff training CPD		- 2 so far - Tag Rugby, Handball	
Over the academic year the PE lead and SLT will identify staff members who can go out and support the events and tournaments which the school are participating in.	The PE lead and SLT team to identify staff members to attend events and tournaments over the year. The PE lead/coach will brief the staff member who has been chosen to support the event. They will update the staff member on any rules and tactics needed for the event and therefore helping improve the staff members			

	knowledge and understanding of the sport.			
Staff to attend CPD courses to upskill on delivery of PE lessons and also improving knowledge and understanding of the subject	PE lead to source out CPD opportunities for staff. Liaise with PE academy specialist.			
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:
Additional achievements: During the course of the year the PE coach will conduct an itinerary of the sports equipment that the school uses for PE lessons and events/competitions	Once the itinerary has been conducted the PE coach/lead will identify which sports equipment needs purchasing in order to offer the children a varied and broad PE curriculum and create a prioritised list. The PE coach/lead will then liaise with the SLT team to begin purchasing the equipment.	- Insert information from the procurement document	During a PE lesson the children now have access to equipment that they have not used before. This equipment is completely relevant to the PE session that is being conducted and will help improve the children's skills within that chosen sport.	The PE coach/lead will continue to monitor and update the PE itinerary and begin to identify what equipment needs to be purchased or replaced for the forthcoming academic year

<p>Top up lessons to ensure all children in Year 6 have the opportunity to meet NC requirements for swimming</p>	<p>All children in Year 6 to be assessed against standard and those who didn't achieve in Year 5 to be taken again</p>		<p>- INSERT %</p>	
<p>Unique and different events/activities to be targeted in order to try and engage less active children in sporting activities.</p>	<p>PE Coach to identify sporting events from the cluster competitions calendar that children from the school can attend.</p> <p>PE Coach and PE lead to identify which less active children would benefit the most from attending these events.</p>		<p>- Quidditch</p>	<p>Less active children to be constantly monitored and identified. Different events and activities to be sourced out in order to try and engage the less active children.</p>

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:
During the academic year the PE coach and class teacher will deliver PE lessons that allow all children in KS1 and KS2 to compete in level 1 competitions (intra school)	PE coach and class teacher to liaise with each other and ensure that competitive matches/games are involved within some PE lessons.		100% of children in KS1 and KS2 have had the opportunity to compete in intra school competitions in a variety of sports such as football, tag rugby and sportshall athletics. These intra school competitions will help improve the skills and knowledge of the children in those specific sports.	For next year the PE Coach and class teacher will continue to involve competitive matches/games within their PE lessons so that all children across KS1 and KS2 have the opportunity to compete in a level 1 event.
During the academic year children across KS1 and KS2 will have the opportunity to compete against other schools within the competitions calendar.	The PE coach, PE lead and SLT team will identify events and competitions in which we can target and try and engage our children in The PE Coach, PE lead and SLT will try and select a variety of events to try and ensure all children across the school can have the opportunity to potentially be engaged in.	£429 to be part of the Selby Cluster		

Provide the children with external coaching from a variety of different sports and activities to improve their sporting ability	The PE coach and PE lead will try to identify current and new sports companies/coaches to come in and deliver to the children.			

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