



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>Gold award for Oxfordshire School Games High levels of swimming for all KS2 children (12 – 14 weeks per year) Events held to encourage other 'less mainstream sports' Full events calendar of inter-house events</p> <p>Covid is currently having a large impact on children however, we are doing everything we can to keep the children as active (and happy) as we can. Opportunities to develop are tricky at the moment however we continue to strive to make improvements and adjustments.</p> | <p>Continue to develop our grounds and the way we utilise them to make the most of our active time and environment. Continue to look for opportunities to vary the sporting opportunities given to our children. Sport is 'strong' in this area but are there other types we could encourage.</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? 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> | 88% data includes boy in a wheelchair with limited use of his legs |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 88% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <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?</p> | Yes |

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: £18,000 | | Date Updated: October 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: 56% |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: | |
| To implement active lessons wherever possible. | Staff were given training and had the chance to share best practice ideas for getting outside more during lesson times. Use of indoor active breaks encouraged e.g. Go Noodle etc.. | £1000 | Pupils are enjoying more varied lessons both indoors and outside | Needs to continue – and even more important now due to COVID-19! | |
| To make full use of the school grounds and create 'active playtimes' over and above what we were already doing. | Playtimes and lunchtimes were rearranged to enable maximum time outside. Outdoor shoes/wellies policy change means all areas can be used including the field – no matter what the weather! Reception outdoor area resurfaced to a better surface for active play. All weather, tactile and clean! | £1000 | Lunchtimes are more spread out. Children are getting more time to play and in a larger area so less accidents seem to occur. | Our children are much happier and fitter as they enjoy their outdoor playtime and play spaces. | |
| Importance of looking after yourself and keeping healthy is explicitly taught to children through the 'Life Bus' and their fabulous team. | Life bus visit for all children in the school from R to year 6. | £7000 | Reception class are now able to spend a lot more time outside in their 'free flow' area, using PE equipment including balls, hoops, quoits and climbing apparatus. | Keep up maintenance. | |
| | | £1000 | Great sessions that fully discuss the body, it's reactions to situations and the importance of health and a healthy lifestyle. | Very much worth this continuing – a successful use of funding. | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|-------|--|--|
| | | | | 6% |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| Staff buy in to school sport sporting opportunities at VRS. We have no issues with lack of participation and the children are as active as possible. We will continue to monitor this. In order to do this safely, we need to ensure that our staff are confident to help and support the children. We also staff adequately trained to take children to sports events. | First aid qualifications were taken for a range of staff that will be delivering PE, completing active lesson and taking out sports teams. | £1000 | Staff are much happier and more confident to coordinate sports teams. | Ensure qualifications are kept up. Organise refreshers if needed. |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 22% |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| Outside sports coaches come in to raise the profile of their sports. Teachers to observe the coaching and help in lessons to upskill themselves in these sports. | Tag rugby and ballroom dancing coaches have both been brought in to work with children in both KS1 and KS2. All have had opportunities to participate. | £3000 | The children really enjoyed the sessions and teachers reported learning a lot from the coaches – as well as the benefit of not leading the session meaning that they can observe and learn even more about their classes from watching how they respond. | Look for more opportunities with other sports to keep widening the range. |
| Training of staff in the ‘Support teacher of Swimming’ role so that we can take the children to lessons and assist where needed. | 7 members of staff are now trained and can escort to and from swimming and assist where needed. | £1000 | We are now suitably qualified so swimming at VRS can continue (although not at the moment due to COVID-19) | Ensure that all staff that will need to have the qualification have the time to take the course. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: Shared with above% |
|---|---|--------------|--|--|
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| Outside sports coaches come in to raise the profile of their sports. | Ballroom did a 'showcase' with an ex-pupil to inspire the children. Following the tag-rugby lessons, children joined other schools in a festival to play games. | Costed above | Children were amazed by the ballroom and a few of the older children joined the classes held out of school (3) | Keep looking for opportunities with other sports – although tricky just now due to COVID-19! |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: 22% |
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| Children participate in a wide range of sporting opportunities from Reception class up to Year 6. Opportunities both within the school and outside. | Host a wide range of Interhouse competitions throughout the year for all children to compete in. (e.g. Cross country – held at Henley College, sports day, netball, tag rugby, football, pancake relay race!) | £1000 | Up until COVID-19, we had done 3 inter house competitions. All were very successful and showed how competitive and supportive Valley Road children are. Success is rewarded but so is participation and fair play. | Keep going with these events and children love taking part and house captains get a lot out of their roles. The children love to compete the school kit and represent the school. We will continue to do this wherever possible and appropriate – however at this time it is not going to be happening so we will resume when safe! |
| | Children to represent the school in sporting competitions with other schools e.g. School Games competitions. (e.g. swimming, netball, tag-rugby...) | £3000 | We entered teams into the Oxfordshire school games competitions when appropriate. | |

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| Signed off by | |
| Head Teacher: | Tim Coulson |
| Date: | 22 nd October 2020 |
| Subject Leader: | Rachel Herbert (PE Coordinator) |
| Date: | 22 nd October 2020 |
| Governor: | Dan Herbert (Chair of Governors) |
| Date: | November 2020 |