

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education



Created by



YOUTH
SPORT
TRUST



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: £17,360		Date Updated: January 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									
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:		Evidencing Impact:					
<ul style="list-style-type: none"> - Every child in the school to undertake at least 30 minutes of physical exercise on a daily basis. - All children to develop an awareness of the importance of daily physical activity on their health and mental well-being. 		<ul style="list-style-type: none"> - Create a Golden Mile course on the school field. Achievements celebrated during achievement assemblies. - Organise and run a Morning Mile for at least three days a week. Achievements celebrated during achievement assemblies. - Creation of Golden Mile display in communal area to celebrate and motivate children and classes to participate. - Engaging an external provider of specialist sports coaching (Inspire Sports) to provide at least two hours of physical education on a weekly basis to every class. - Full after school programme organised on a weekly basis. There will be at least one physical option every evening. - Creation of Breakfast Club, 		<ul style="list-style-type: none"> £250 £500 – Staff time £FREE £10,410 £300 		<ul style="list-style-type: none"> - Pupil and Parents voice for Golden Mile & Morning Mile impact. - Figures for participation in Miles. - Communal display created and regularly updated. - Analysis of children accessing after school club programme. - All children able to articulate the importance of a healthy lifestyle and the impact on their mental well-being at an age appropriate level. - Analysis of children accessing Breakfast Club. - All children able to articulate the importance of a healthy diet and how this can be achieved at an age appropriate level. - Engagement in outdoor 		<ul style="list-style-type: none"> Golden Mile Track created. Continue to increase participation in breakfast club, active playtime and lunchtime and after school clubs. 	

	<p>including specialist sports coaches to provide active sessions before schools (Mondays & Friday).</p> <ul style="list-style-type: none"> - Purchase of equipment for active playtimes, with a focus on encouraging active play. - Change for life booklets handed out to all children across the school. - Focus on healthy eating during curriculum lessons, including engaging with local companies and people. - Outdoor learning and Mental Health awareness weeks to raise profile and understanding of ways to manage well-being. 	<p>£linked to Pupil Premium Funding.</p> <p>£1,100</p> <p>£FREE</p> <p>£FREE</p> <p>£FREE</p>	<p>learning award and gold status achieved.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:	Evidencing Impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Raise profile of PE across the whole school. - PE curriculum and mapping created to ensure progression across the school. This will contribute to a cross curricular approach. - Raise in profile of sport at the school, with achievements celebrated in newsletters, Twitter and the wider media. 	<ul style="list-style-type: none"> - PE Leader appointed (released one day every half term). - Audit school kit and purchase new sets where necessary. - Map new curriculum in line with new curriculum expectations. - Mindfulness and well-being session introduced as part of school day. 	<p>£1,110</p> <p>£500</p> <p>£200</p> <p>£FREE</p>	<ul style="list-style-type: none"> - PE leader is a beacon of PESSPA. - New school kits purchased. - Pupil and parent voice involving PESSPA. - Professional staff kit purchased. - Analysis of uptake in PESSPA and attitudes towards this. 	<p>Sustained profile of PESSPA.</p> <p>Create a wider range of sporting clubs and increase participation.</p> <p>Increase participation across all groups.</p> <p>Youth Sports Trust Quality Mark.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
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:	Evidencing Impact:
<ul style="list-style-type: none"> - Create a culture of every teacher being a teacher of PE and sport. - Increase staff skills in the delivery of the PE National Curriculum. - Increase staff understanding of the importance of linking physical PE and sport with positive physical and mental health – ‘Healthy Body: Healthy Mind.’ 	<ul style="list-style-type: none"> - Specialist sports coaches employed to provide high quality modelling of PE across all year groups. - Peer mentoring between coaches, PE lead and all staff to transfer knowledge and build confidence. - Specialist sports coaches employed to enrich a wider range of sports and activities. - PE lead and sports coaches to mentor children in Year 6 to be sports ambassadors and positive role models (nurturing the nurtures). - PE lead to ensure that a robust system is in place to monitor the impact of the coaches and teachers working in collaboration to enhance understanding in PE. 	(As above) £FREE (As above) £300 £200	<ul style="list-style-type: none"> - Staff voice of confidence, knowledge and skills in delivering PE. - Staff voice on peer mentoring. - Robust system for monitoring impact in place.
			Sustainability and suggested next steps: Continue to increase confidence, knowledge and skills in teaching PE. CPD on linking PE and sport to the creative curriculum.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:	Evidencing Impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Children are able to access a broader range of sporting pursuits and endeavours. - Children participate in trial JASS Programme. - All children to leave Waterside Primary Academy with the ability to swim 25 metres competently in a range of strokes. - All children to leave Waterside Primary Academy with basic lifesaving and water safety skills. - Children in KS2 experience active school trips based around less common outdoor pursuits (e.g. archery, water sports etc). 	<ul style="list-style-type: none"> - PE lead to organise and run a sports week in the school so that children are able to experience and immerse themselves in a range of different sports. - Breakfast Clubs and After School clubs to include specialist providers e.g. boxing/martial arts. - Year 4 children to trial JASS Programme led by Headteacher. - Make links with local clubs/coaches who offer less common/popular sports. - Bikeability sessions organised and booked for children in Year 6 to ensure safe use of bikes on the road. - Year 6 children to attend lifesaving and water safety sessions. - Year 6 children to attend top up swimming to ensure that all children leave the school with the ability to competently swim 25 metres in a range of strokes. - Active school trips booked for Year 4, 5 and 6. 	<ul style="list-style-type: none"> £1000 £220 £170 £FREE £650 £500 £250 	<ul style="list-style-type: none"> - Analysis of impact on sports week (pupil voice, parent voice etc). - Analysis of range of sports offered and uptake. - Analysis of effectiveness of JASS Programme. - Review of links established and effectiveness of these. - Children participate in Bikeability sessions and gain vital skills for life. - Children participate in lifesaving and water safety sessions and gain vital skills for life. - Figures submitted to Bucks show all children can swim 25 metres. - Analysis of uptake in school trips. 	<ul style="list-style-type: none"> Further established links with local clubs and organisations. Roll out JASS Programme to another year group.

Key indicator 5: Increased participation in competitive sport			
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:	Evidencing Impact:
<ul style="list-style-type: none"> - Children to have increased access to competitive sport through the creation of school teams. - Local sports leagues generated to enhance participation in competitive sport. 	<ul style="list-style-type: none"> - Enter local sports competitions in our family of schools. - Collect data on how many children play in competitive sport outside of school. - Appoint team managers to organise sports fixtures. - PE lead to create foundations and network with other PE leads to create a local sports league in close geographical proximity. 	£FREE £FREE £FREE £FREE	<ul style="list-style-type: none"> - Analysis of participation levels in competitive school sports. - Parent and pupil voice on competitive school sport. - Links established with other schools with like-minded individuals.
			Sustainability and suggested next steps: Clear foundations of competitive school sports. Plans in place to create local sports leagues run via the school.

Signed off by	
Head Teacher:	Daniel Atherton
Date:	13 th January 2020
Subject Leader:	Chris Waters
Date:	13 th January 2020
Governor:	Jo Pearce
Date:	13 th January 2020