

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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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.

Inglewood Community Nursery and Infant School 2019-20

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>1: The engagement of <u>all</u> pupils in regular physical activity:</p> <ul style="list-style-type: none"> 100% of children engaged in regular physical activity at lunchtimes and playtimes led by Senior Teaching Assistants and Midday Supervisors. More children engaged in regular physical activity, because a dino-climbing wall was situated in a playground which is open access just before and after school. 100% of children used the dino-wall during school time in 2018-19. 100% of children in our 2 year-old and 3 year-old provision have at least 30 minutes of adult-led physical activity outside each day that they attend. This is in addition to the physical activity that they engage in during free flow. PE kits are provided for all children who do not have it so that 100% can engage in curriculum PE. A range of external sports providers led clubs which complemented curriculum PE. In 2018-19, a breakfast club ran for gymnastics, and after-school clubs included football, cricket, multi-skills, dance and athletics. Lunchtime clubs included physical literacy, multi-skills and core strength. The impact of this is that just over 50% of children aged 5-7 took part in additional physical activity. Opportunities for physical activity in the local and wider area are publicised via our noticeboards, leaflets home and our school social media, so that all children have the opportunity to engage. Training was provided for a midday supervisor to increase their capacity to support playground games at lunchtimes so that all children had the opportunity to engage. Sports Leaders were recruited from year 2 children and they were trained in leading games at lunchtimes with younger pupils in the Spring and Summer terms. 100% of children engaged at least once per fortnight over the year. Following a request in 2017-18, pupil voice was used (via Sports Leaders) to ensure that equipment and games offered at playtimes and lunchtimes rotated across the seasons, so that all children had the opportunity to engage with resources they like. 	<ol style="list-style-type: none"> 1. Introduce a 'magic mile' for all year groups in the period just after eating lunch to increase physical activity for those who do not attend any clubs 2. Develop additional outdoor provision to engage hard to reach with physical activity (3. Increase range of PE clubs to engage more children in additional PE activity (Baseline 2018-19 just over 50% of children aged 5-7 took part in additional physical activity)

<ul style="list-style-type: none"> • A sports coach working with an STA with a strength in fitness and diet worked with a small group of pupils to develop confidence in physical activity and health in a small secure setting and this had an impact on their engagement in class-based PE sessions. 	
<p>2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> • A gymnastics coach worked with selected pupils to develop 'crossing the midline' core strength. The impact of this was improved gross and fine motor skills which improved handwriting and presentation across the school. • 3 multi-skills coaches worked with selected pupils to develop 'crossing the midline', and balance. The impact of this was improved gross and fine motor skills which improved confidence, self-esteem, application and outcome in learning activities which required focused fine motor skills. • All pupils developed skills of balance, coordination, dodging, aiming at targets and throwing and catching which are celebrated as key skills in our school. • The sports leader programme had a huge impact on the ability of our pupils to listen to instructions, work with their peers, take turns and develop individual roles within teams. This led – particularly in year 1 – to the success of Kagan squares and group working in class to develop learning. • The introduction of a PE monitoring and assessment tool in year 2 supplemented the photos and videos that were already being kept. A school benchmark was established. • Individual attainment was rewarded through the use of a 'reward club' run by Action Ants – use of pupil voice to establish the reward meant that children were being rewarded from attainment in a way that they chose. 	<ol style="list-style-type: none"> 1. Ensure that the PE monitoring and assessment tool is used throughout school (used in year 2 in 2018-19) 2. Using the overall curriculum review, revisit the intent of PE throughout school (Ofsted 2019) 3. Link pupils' self-evaluation of PE to critical thinking project in 2019-20 (Ofsted 2019) 4. Continue to use pupil voice to design rewards in 2019-20 (success in 2018-19)
<p>3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • All year 1 and reception staff worked with a gymnastics coach for 1 term and can now design and deliver a coherent gymnastics programme across and between the two year groups. • All year 2 staff have developed skills to support pupils to learn sequences in order to perform for an audience. • The RRCA Service Agreement allowed all year 1 staff to team teach with a secondary school PE specialist and they can now design and deliver small competitive sports sessions within a class (focus on running, throwing and catching) 	<ol style="list-style-type: none"> 1. Year 1 staff to work with a secondary school PE specialist to improve skill in designing and delivering an outdoor curriculum with a focus on running, jumping, agility and co-ordination. 2. PE coordinator to cascade Smart Moves to all staff (fractional posts meant that this was not completed in 2018-19)

<ul style="list-style-type: none"> PE Coordinator's Attendance at the Smart Moves course late in summer term has complemented and updated knowledge of basic moves. Some cascading already completed. 	
<p>4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> Years 1 and 2 were introduced to archery, fencing and pre-cricket skills within school and this has increased the range of sports offered to pupils. Each year 1 class attended a multi skills festival in a secondary school sports hall and engaged in a mixed-team activity with other children from our cluster which for many was their first experience of both competing and being in a with children that they did know. All new starters in year 2 were offered swimming as a sport so that they did not miss out on an experience that the rest of our pupils had had in year 1. Following pupil voice during the year, Tai Kwando taster sessions were held and 6 sessions were held after that for pupils who expressed an interest. 2 pupils then attended a local club to further develop their skills. A den-building activity was introduced to year 2 pupils. The impact of this was to challenge pupils physically, creatively and socially. The pupils used the skills throughout the year in their play which increased their outdoor activity and staff gained the knowledge in how to lead this activity with other groups of children. 	<ol style="list-style-type: none"> Investigate other taster sessions as the children were very motivated by specialist showcasing their sport. Investigate and source other sporting activities which challenge pupils physically, creatively and socially
<p>5. Increased participation in competitive sport</p> <ul style="list-style-type: none"> Two EYFS multi skills sports days were held and children enjoyed competing. Parents and carers who attended saw not only our great coaches and staff but also observed the resilience that competition develops and our school motto, 'everyone matters', exhibited by our fantastic children. Each Year 2 class had a mini-gymnastic competition and from this pupils were selected to represent school in a Key Steps gymnastics competition – both of these elements increased the competitive aspects of some sports Performances of dances and gym displays in Celebration assemblies on Fridays increased pupils' confidence to perform in front of wider groups of people. Opportunities for team-based activity in the local and wider area are publicised via our noticeboards, leaflets home and our school social media. 	<ul style="list-style-type: none"> Improve our ranking in the Key Steps Gymnastics Competition (9th in 2019)

Meeting national curriculum requirements for swimming and water safety.	n/a
<p>Inglewood community Nursery and Infant school chooses to use the Primary PE and Sport Premium to provide additional provision for swimming.</p> <p>All new arrivals to school in Year 2 or in the Summer term of year 1 who have not attended swimming lessons are also given the opportunity to attend swimming in the Year 2 Spring term.</p> <p>Any pupil who had additional needs in year 1 that precluded them from swimming is also given the opportunity to attend swimming in the Year 2 Spring term.</p>	<p>2 lessons and transport are provided by school per child as part of the national curriculum requirements and 8 lessons and transport are provided by the Primary PE and Sport premium funding</p>

Academic Year: 2019/20	Total fund allocated: £ 10 220	Date Updated: Spring 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:
				%
Intent	Implementation		Impact	36.2%
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: £3700	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Develop an holistic approach to fitness and wellbeing so that all children understand why regular physical activity is important and enjoyable	1. Introduce a ‘magic mile’ for all year groups in the period just after eating lunch to increase physical activity for those who do not attend any clubs 2. Develop additional outdoor provision to engage hard to reach with physical activity (e.g. Activall wall, garden areas) 3. Increase range of PE clubs to engage more children in additional PE activity 4. Engage with CCC initiatives – Healthy School’s Charter, Walking to School, Bikeability 5. Use sports coaches and teachers to enthuse and engage children in physical activity 6. Provide additional swimming sessions	£100 Activall wall = £2500 (costed below) £1100		

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	4. All staff to work with coaches to support pupils with ASD or communication needs in PE			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	19.8%
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: 2025	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Staff should take every opportunity to provide a range of experiences to all groups of pupils.	Investigate taster sessions as the children were very motivated by specialists showcasing their sport in 2018-19. Investigate and source other sporting activities which challenge pupils physically, creatively and socially e.g. school garden, outdoor equipment, Forest School visits. Enhance STA / MDS delivery of sport at lunchtimes	£200 £ 1825		
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0%
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:

Provide opportunities for our pupils to participate in competitive sports	<ol style="list-style-type: none"> 1. Increase sporting challenges led by MDS / Sports Leaders to prepare children for competitive sport. 2. Hold sports days for each year group 3. Take part in multi-skills competitions(RRCA) 4. Take part in walk to school challenges 5. Enter local KS1 competitions 	All costed above		
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