

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

## Waverley School 2019-2020 Proposal

Commissioned by



Department  
for Education

Created by



YOUTH  
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 **31<sup>st</sup> 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:
<ul style="list-style-type: none"> <li>• The Waverley school football team has been developed with regular fixtures (16 league games) in the Erdington and Saltley Football League.</li> <li>• Students taken on a trip to a professional squash competition; creating interest in sports they wouldn't usually be able to access and providing the school with a 6-week block of lessons.</li> <li>• Sports equipment has been purchased to give students exposure to a variety of sports.</li> <li>• A range of additional lessons and clubs have been delivered by external coaches, allowing more students the opportunity to participate in different sports.</li> <li>• Through School Games Competition children have participated in a variety of sporting competitions (around 30).</li> <li>• Sports Ambassadors trained to deliver lunchtime activities</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the recording of swimming assessment and subsequent data</li> <li>• Offer a wider range of extracurricular activities to more students across all key stages.</li> <li>• Increase provision of after school activities with aim to reach target of 20% attendance of pupils staying after school each week.</li> <li>• Deliver workshops to increase knowledge of different sports and exercises.</li> <li>• Improve staff knowledge and delivery of PE to ensure all pupils receive at least 2 hours of high-quality PE lessons each week.</li> <li>• Increase scope of Sports Ambassadors and resource to deliver lunchtime activities for whole school at lunchtimes.</li> </ul>

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? <b>N.B.</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.	Data to be added in July 2020
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Data to be added in July 2020
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Data to be added in July 2020
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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.

<b>Academic Year:</b> 2019-2020		<b>Date Updated:</b> 13.12.19		
<b>Key indicator 1:</b> 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				Approximate funding:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£4000
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:		Approximate funding allocated:	Sustainability and suggested next steps:
Equip Primary with suitable equipment to deliver high quality PE lessons.	High quality activities that are well differentiated by equipment take place during PE curriculum lessons.  Resource MUGA, playground and gymnastics equipment with appropriate equipment for teaching and learning.	£2000	Pupils have a wider curriculum; pupils have an appetite to experience new things approaching new activities and challenges keenly and confidently. Teachers to be equipped with equipment appropriate to age, ability and needs of all pupils.  Increased number of active students at break and lunch times to provide health benefits.	Student voice to determine views on engagement in regular physical activity.
Resource Breakfast Club supervisors to deliver a wide range of sports and games in the Primary hall.	Breakfast club staff to deliver timetable of sports activities and games each morning.	£500	Pupils will begin each school day with healthy breakfast, exercise and play.  Positive impact on behaviour and concentration of pupils.	

<p>Students to take part in moderate to vigorous physical activity and games during lunchtimes.</p>	<p>PE lead to train sports ambassadors and supervisors to deliver lunch-time games and activities.</p> <p>Sports Ambassadors to have a variety of equipment to deliver fun games and activities.</p>	<p>£1000</p>	<p>Pupils will develop leadership skills and qualities through social interaction whilst officiating games and leading activities.</p> <p>Pupils develop SMSC and embody the schools H.E.A.R. and British values. Pupils will form exercise habits for life.</p>	
<p>All pupils take part in Daily Mile.</p>	<p>Sign up to Daily Mile and arrange CPD for staff to take part with their classes.</p> <p>Use existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.</p> <p>Encourage pupils to walk to school through newsletter, Twitter, and parent meetings.</p> <p>Engage with Walk a Mile challenge initiative for upcoming Commonwealth Games in Birmingham 2022 and secure a Team GB Athlete visit and complete 100 days.</p> <p>Sport Birmingham delivered CPD to staff on taking part in the Daily Mile (6<sup>th</sup> November 2019).</p>	<p>Free</p>	<p>Staff and parents aware of Daily Mile challenge and expectations.</p> <p>All pupils engage with Walk a Mile challenge initiative for upcoming Commonwealth Games in Birmingham 2022 and secure a Team GB Athlete visit and complete 100 days.</p> <p>Increased number of pupils walking to school.</p>	

Increased participation of pupils in PE with the correct kit.	Order spare kit to address issues of non-participation and incorrect kit.  Spare PE kit accessible to all year groups.	£500	Increase in the number of students participating in PE	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Approximate funding:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£3000
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:	Approximate funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Development of sports ambassadors to promote PE and sport within school	PE lead to train sports ambassadors.  Sports ambassadors to undertake program and progress on to becoming sports ambassadors in KS3 and attaining leadership awards.  Sports ambassadors to lead on intra-school competitions, lunch-time clubs and activities.	Free	Pupils to confidently officiate games and lead activities.  Positive impact on behaviour at lunch times and demonstration of school and sport morals and values.  Pupils interacting through games competitively and socially as part of their daily school routine.  Inspire next generation of P.E. Teachers, sport coaches, professionals and athletes.	Pupils to progress onto KS3 with a love of PE and increase the uptake of GCSE PE and Sport Studies at KS3/4.
Promote sport through school Twitter page.	PE leader to share information, competition details and successes in sporting activities through the school Twitter page.	Free	Profile of sport raised in school, for parents and in the local community.	



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Approximate funding:
Intent	Implementation		Impact	£3000
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:	Approximate funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Quality assured professional development modules or materials for physical education and sport - Membership with Central Sports Partnership (CSP).	Identify staff training needs through subject audit.  Staff to receive training, undertake course and observe outstanding practice and use this to develop high quality planning to support the delivery of high-quality PE lessons for all students.  Courses include: fundamentals and aquatic skills of school, swimming, dance, gymnastics, games, athletics early years, physical literacy, inclusion in PE, PE coordinator training.	£2500	Staff develop subject knowledge of PE.  Classroom teachers and support staff deliver high quality PE lessons.	Vision to become a gold rated healthy school.
Primary PE leader to undertake mini-bus license training to take students on PE and Sport trips, activities and competitions.	Primary leader to apply and complete mini-bus license.	£500	Primary lead to take students to external sports events and competitions on the school mini-bus.	Additional staff to undertake min-bus training to create capacity.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Approximate funding:
Intent	Implementation		Impact	£6000
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:	Approximate 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 sports clubs to increase the number of students participating in a range of different sports. Quality assured coaches who increase provision and quality of after-school sport.	Work in partnership with local sports clubs to run taster days and after school activities.  Invite range of external providers to deliver workshops and lessons to pupils including: Barefoot Yoga, Sports for Life, WASPS Rugby, Aston Villa, British Tennis Association, Edgbaston Priory Squash, Warwickshire County Cricket and bikeability.	£2000	Quality assured coaches who increase provision and quality of after-school sport.	
Booster swimming sessions for Year 5.	Identify pupils at risk of not being able to swim 25m at the end of year 6.  Pupils assessed to determine whether they can swim competently to 25m and whether they can perform safe self-rescue in different water-based situations.  Plan targeted intervention swimming sessions.	£4000	Increased numbers of pupils leaving year 6 able to swim 25m and perform safe self-rescue in different water-based situations	

Key indicator 5: Increased participation in competitive sport			Approximate funding:
Intent	Implementation	Impact	£200
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Approximate funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>
<p>Sports competitions giving students the opportunity to represent the school in a range of extra-curricular sport competitions.</p>	<p>To develop intra-school competition between Primary and improve participation in inter-school competitions by entering a higher amount of competitions through the School Games and affiliations with schools in the local area organising competitions.</p> <p>Primary football team taking part in the Erdington and Saltley football league.</p> <p>Affiliation with local school leagues and school games.</p>	<p>£200</p>	<p>Fixtures and results recorded and shared on newsletters, school website and on Twitter.</p> <p>A range of pupils to participate in a range of competitive team sports outside of school in the local community.</p> <p>Identify gifted and talented pupils and make links with the local sports clubs to increase number of pupils taking part in competitive sport outside of school.</p>