

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

EVERGREEN PRIMARY ACADEMY 2020-21

Commissioned by



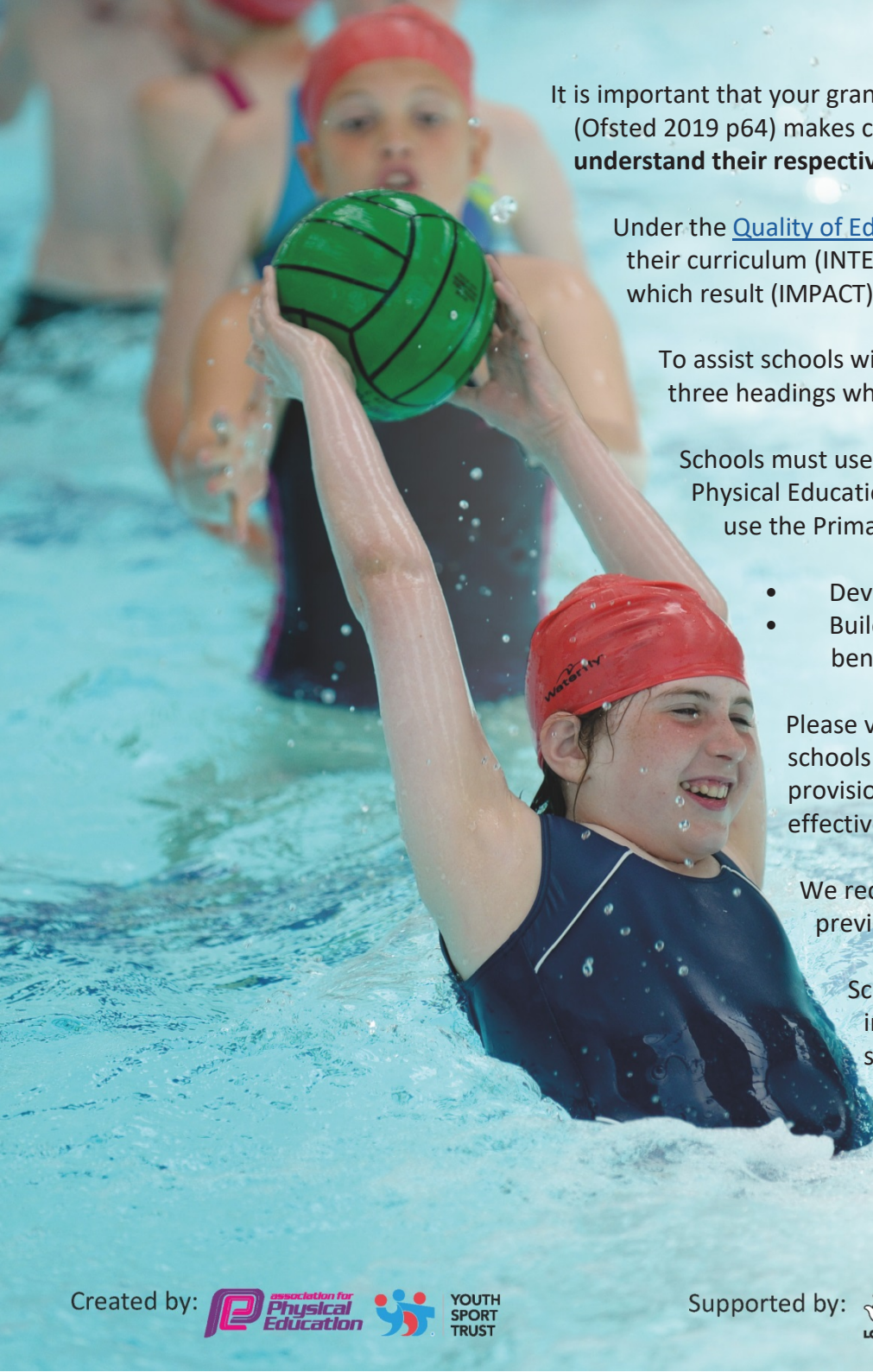
Department
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand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

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 2020:	Areas for further improvement and baseline evidence of need:
<p>Bristol Sport delivers a number of curriculum and after school sessions eg dodgeball, cricket and rugby.</p> <p>Evergreen has an established football team training every week and has played a number fixtures within the Cabot Learning Federation League. This includes a fun lunchtime club plus a formal training sessions on the school field along with a link to the Red Application Centre Football Academy (ended early due to pandemic).</p> <p>Evergreen competed in the Bristol Together Football Competition where the schools are paired with schools that have completely different contexts. Last year Evergreen was paired with Headley Park from South Bristol.</p>	<p>Encouraging more pupils to take up the offer of taking part in competitive sporting events through the Bristol Games Programme. This will benefit the pupils in a number of ways:</p> <p>Not possible – restrictions – resume when appropriate</p> <p>Increased fitness</p> <p>Increased sporting skill</p> <p>Increased sporting (and general) confidence</p> <p>Opportunities to build resilience and strength of character</p> <p>Opportunities to develop friendships with children outside of own class/year group</p> <p>Real PE</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?</p> <p>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>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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?	No
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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: 2020/21	Total fund allocated: £17,630	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: 4%
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 engagement of <u>all</u> pupils in regular physical activity	<p>Re-stock of Play Pod.</p> <p>Pupil survey – movement/sporting preferences</p> <p>Resources for playtimes based on pupil preferences</p> <p>Exercise Club 3 x week (lunchtimes)</p> <p>Daily physical activities on Class Dojo during lockdown.</p> <p>Daily 10 minute ‘Everybody Active’ sessions in all classes post lockdown.</p> <p>Meditation Club 2 x week (lunchtimes)</p>	<p>Play Pod Restock £250</p> <p>Pupil Council led by PSA</p> <p>Playtime resources £500</p> <p>Led by VP</p> <p>Led by P</p>	<p>Pupils were more active at break and lunchtime, reducing the number of incidents and behavioural problems.</p> <p>Pupils engage in core strength and cardiovascular fitness training sessions and develop physical stamina during and post pandemic lockdown.</p> <p>Children have a clearer understanding of the link</p>	Increase the range of clubs available to pupils before/during/after the school day.

			between the physical body and the mind and how to nourish both.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 7%
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:
Use the profile of PE and Sports to engage students' ability to maintain stamina (physical and mental) and to use physical activity as a means to supporting successful interactions with others and in life.	<p>Empire Fighting Chance Mentoring Programme supporting boys and girls in Y6 to build physical and mental stamina.</p> <p>Bristol Sport Team Building Skills Club (2x per week) for pupils to support relationship building through physical activity in a team environment.</p> <p>Football coaching and mentoring for vulnerable pupils</p> <p>Class Dojo daily PE activities during lockdown.</p> <p>Daily Everybody Active 10 minutes sessions in all classes.</p>	<p>Nil cost</p> <p>£1280</p> <p>Raphael Burke</p>	<p>Families spend time exercising together and building bonds through fitness and cooking.</p> <p>Increased self-worth from achieving in sporting activities</p> <p>Improved relationships between children and increased confidence in resolving problems independently</p>	Continue to receive support from external organisations to build positive mental attitudes for pupils and to ensure they make healthy choices (food, mental wellbeing etc)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				67%
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 do? What has changed?:	Sustainability and suggested next steps:
To improve the confidence of all Staff delivering PE and School Sport	<p>Secure the time of the CLF SSCo (SLE) for meetings and mentoring of Staff.</p> <p>Real PE Training – PE lead and whole school</p> <p>Youth Sports Trust training for PE Lead</p> <p>Staff confidence survey before/after Real PE training and implementation</p> <p>Survey Staff confidence in Dec and July.</p> <p>Develop a Staff Training Action Plan which aims to increase Staff knowledge, skills and confidence. Ensure Staff Training is offered and delivered.</p> <p>School Sports Coach (Chani) contracted to support the</p>	<p>£1,900</p> <p>£1500</p> <p>£10,000</p>	<p>Principal and teachers supported by CLF SSCo (SLE) via meetings/ sessions and after school INSET. Results from Survey showed teachers who had been mentored and trained had increased confidence to teach PE effectively in all aspects of their training.</p> <p>Teachers supported to teach physical literacy using Real PE programme.</p> <p>Bristol Sport regularly teach each term alongside teacher on a topic of their choice increase confidence and expertise on a observation, team teach and then deliver model with at least two weeks of each.</p>	<p>Continue to use SLE to develop training sessions for teachers to support the implementation of the new CLF PE Curriculum in the 2020-21 academic year</p> <p>Continue to use Bristol Sport to support professional development of teachers and provide specials provision to pupils in all year groups.</p>

	professional development of teachers in school PE and sports.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 17%
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: To offer a broader experience of a range of sports and activities offered to all pupils	<p>Use of Football coach to support established football team. Training every week with regular fixtures in local matches/leagues.</p> <p>Use of football coach to support skills development sessions at lunchtimes for any pupil to engage with.</p> <p>Weekly after school football club.</p> <p>Use of Bristol Sport to deliver Year group After School Clubs.</p>	£3000	<p>Increased pupil confidence in football skills. More pupils taking an interest in the sport of football.</p> <p>Pupils engage in a greater range of physical activities and develop confidence in a range of physical skills.</p>	<p>Continue to use football coach but expand the offer to include pupils who could benefit but haven't yet taken up the offer</p> <p>To survey students to see what sporting clubs they would like to see offered at school</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
To increase participation in competitive sport including the local School games	<p>Use CLF SSCo Transport Budget to attend football matches and the School Games.</p> <p>Look to prioritize three different sports apart from football so that L2 School Games Competitions can be attended.</p> <p>Raphael Burkes Red Application Centre Football Academy (elite) including Lunch time Club (open) and after school club (open)</p>	<p>£600</p> <p>£500</p>	<p>More football fixtures played.</p> <p>School Games Competitions attended for the first time.</p> <p>A significant percentage of pupils engaged in football at lunchtime and after school. An increased number of elite players compared to last year.</p>	Continue to take part in Bristol School Games activities

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

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