



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



Created by:  Association for Physical Education  YOUTH SPORT TRUST

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More active
More often

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](https://www.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.

Meeting national curriculum requirements for swimming and water safety.

Unfortunately, due to the closure of swimming pools through Covid 19 we were unable to complete our swimming programme at Jewell and therefore unable to assess our learners on the outcomes below. We aim for our swimming programme to continue in 2020-2021 where government guidelines allow.

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.

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

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?

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: £	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: 16%
Intent	Implementation	Impact	£3225.80	
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:
<p>- Develop the PE curriculum for KS1 and KS2 to ensure that learners achieve high quality lessons and opportunities.</p> <p>- To provide opportunities for daily physical activities for our learners.</p>	<p>To implement a new PE scheme of work for both KS1 and KS2 to introduce a broad range of sports and topics in PE for our learners to experience and study.</p> <p>To reassess our PE Curriculum map to ensure that PE is further developed to our school and for our learners' needs.</p> <p>Purchase all new equipment and enhance our sporting resources to allow us to successfully implement a new scheme of work and promote additional physical activity at play time, lunch time and afterschool.</p>	£3225.80	<p>Following the remap of our curriculum and the inclusion of a new scheme of work across KS1 and KS2, 100% of teachers felt more confident to teach PE and to deliver good and high quality lessons.</p> <p>From the development of our PE curriculum and the delivery of high quality lessons, 99.2% of learners across all year groups stated they enjoyed PE lessons and 87% of students felt confident in lessons.</p> <p>Our improvement in equipment along with the purchase of new equipment across KS1 and KS2, provided our learners with new experiences and opportunities within PE and Sport. Our teachers</p>	<p>To continue to build on our PE curriculum for 2020-2021.</p> <p>Enhance our delivery of extracurricular activities to provide further opportunities for our learners.</p>

	To implement the 'Daily Mile' for all year groups across the school to add to their daily physical activity.		also felt that the improvement in equipment assisted them further in delivering high quality lessons. Just some of these included: handball, tag rugby, tennis, table tennis and additional elements of athletics. The introduction of the daily mile provided our learners with additional physical activity per day. All of our learners' fitness levels improved and individuals were able to set themselves termly goals and targets for the daily mile. We proudly noticed an increase in focus during lessons and an improvement in behaviour with fewer incidents during school.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
Intent	Implementation		Impact	£275.92
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 introduce intra school sport to allow students the opportunity to participate in a variety of sports and to compete against each other in friendly but competitive tournaments, games and matches. Raise the profile of student led sports	To implement a whole school house system where students can participate in intra school competitions to represent their houses. To train learners to become sports leaders to run sporting activities and to	£275.92	A whole school house system was introduced where learners were able to participate and compete against other Houses. This promoted a sense of pride and teamwork across the school. 100% of learners stated they enjoyed representing their house. 100% of	To build on our Whole School House System to include additional intra school sports competitions. To train further students to become Sports Leaders in 2020-2021.

<p>activities and clubs</p>	<p>promote sport at break and lunchtimes.</p> <p>Participate in National School Sport Week (NSSW) to help to engage learners across a range of year groups to try new sports and activities.</p>		<p>learners also stated that the sport house system helped to improve their behaviour.</p> <p>Students, in their houses, were able to participate in a range of competitions, including:</p> <ul style="list-style-type: none"> ● Boys Football (40% of boys from each year group in KS2 participated) ● Girls Football (33% of girls from each year group in KS2 participated) ● Tag Rugby (20% of boys and girls from years 5 and 6 participated) ● Netball (20% of boys and girls from years 5 and 6 participated) ● Cross Country (100% of learners in KS1 and KS2 participated) ● Cricket (30% learners in KS2 participated) ● Tennis (20% learners in KS2 participated) ● Athletics (40% learners in KS2 participated) <p>18 Learners from Years 5 and 6 were selected and trained to be Sports Leaders. These sports leaders organised and conducted sporting break time and lunch time clubs for other learners across the school to participate in. This helped to improve behaviour at break and lunch time. Furthermore, our learners were able to practice</p>	
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			various sports skills and an improvement in hand/eye coordination was reported by teachers for those learners who had regularly participated in these clubs.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
				£2276
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:
<p>To ensure consistently good to high standards in teaching and learning in PE.</p> <p>To provide staff with the opportunity to undertake CPD training to increase knowledge, competence and confidence in PE.</p>	<p>To identify individual and whole school needs for CPD.</p> <p>To observe staff in lessons when teaching PE and to observe the progression of learners in PE.</p> <p>To model lessons (from PE Specialists) to teaching staff across the school</p>	£2276	<p>Following the staff survey, gymnastics was an area across the school where teachers required additional support and confidence. As a result, a Continued Professional Development course for all staff was undertaken to enhance the confidence and quality of teaching in gymnastics at Jewell Academy. This provided staff with additional support, knowledge, confidence and resources to deliver high quality lessons in gymnastics.</p> <p>Two further gymnastics courses were also booked in but have been rescheduled due to the current education situation.</p> <p>Additional gymnastics resources were also purchased to assist teachers in lessons. These resources again helped staff to improve their teaching in gymnastics and to deliver high quality lessons, which has positively impacted on our learners' education and experiences.</p> <p>Staff confidence increased in PE</p>	<p>In 2020-2021 we aim to provide further CPD opportunities for Staff at Jewell.</p> <p>We aim to build on the modelling of teaching through PE Specialists.</p>

			lessons through the use of modelling PE lessons. This was noted in observations and through team teaching. Again this has improved the experiences of our learners and therefore helped to improve their learning.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%
Intent	Implementation		Impact	£1637.99
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 provide opportunities for learners to take part in a diverse range of sports and activities.	To conduct a learner survey to understand what opportunities would benefit our students. To provide opportunities and invitations for learners who are less confident and those with SEND to attend sports workshops and activity days. Work with specialist coaches to extend the opportunities and experiences for our learners.	£1637.99	Following the learner survey we were able to understand what additional provisions would be beneficial for our learners. As a result we were able to increase our provision of gymnastics which allowed 100% of our learners access this sport. Further opportunities were also provided for our learners in: <ul style="list-style-type: none"> ● Cricket (100% of learners in years 4, 5 and 6 participate in a very successful cricket workshop. Cricket was then included into the curriculum for these cohorts as well as for year 3. ● Climbing (50% of our learners 	We aim to build on the range of sports and opportunities that we provide to our learners in 2020-2021. We aim to provide further clubs and workshops by working alongside specialist coaches.

			<p>in years 5 and 6 were provided with the opportunity to attempt climbing)</p> <ul style="list-style-type: none">● Boccia (a group of 14 learners learnt the rules of Boccia and played the game in weekly sessions in term 2). <p>In addition, we signed up for outdoor activity days in windsurfing and sailing to provide opportunities for 12 learners who are less confident and less able to access sport along with those with SEND.</p> <p>Furthermore, we invested in two all-weather table tennis tables along with equipment to promote table tennis to our learners. A table tennis club was also initiated by our sports leaders and 'girls active' students (our team who promote sport for girls at Jewell). Table tennis club was conducted daily and was open to all students in KS2 to join in.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4.2%
Intent	Implementation		Impact	£858.76
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:
<p>To incorporate competitive interschool sport.</p> <p>To provide opportunities for SEND, PP and EAL learners to participate in interschool sport.</p> <p>To lead intra school sports competitions to allow SEND, PP, EAL and less confident learners to participate and compete.</p>	<p>Attend events provided through the Dorset School Games and the School Sport Partnership.</p> <p>Engage with the local School Games Organiser for Bournemouth and attend competitions run by the Partnership.</p> <p>Purchase sports kit and equipment to allow Jewell Academy to attend and participate in competitions and events.</p>	£858.76	<p>We successfully incorporated inter school sport at Jewell Academy where our learners participated and competed against a number of schools in the following sports/events:</p> <ul style="list-style-type: none"> ● Year 5 Boys Football ● Year 6 Boys Football ● Year 5/6 Girls Football ● Year 5/6 Boys Cross Country (we attended all 3 events) ● Year 5/6 Girls Cross Country (again we attended all 3 events) ● Year 5/6 Netball <p>SEND, PP and EAL learners also represented Jewell Academy in the above events.</p> <p>We had also signed up to participate in the following events:</p> <ul style="list-style-type: none"> ● Year 3/4 Tag Rugby ● Year 5/6 Tag Rugby ● Year 5/6 Rounders <p>Less confident learners along with</p>	We aim to build on our provision for interschool competitive sport in 2020-2021 to participate in further competitions and events as part of the Dorset School Games.

			<p>SEND, PP and EAL learners in Years 3, 4, 5 and 6 also participated in intra school competitive events including:</p> <ul style="list-style-type: none"> ● Football (boys and girls football) ● Tag Rugby ● Netball ● Cross Country ● Cricket ● Tennis ● Athletics. 	
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Signed off by	
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Subject Leader:	Ian Vickery
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Date:	23.07.2020