

# 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



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](http://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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• 77 children participated in inter-sport competitions before lock down</li> <li>• 167 children participated in an active club before lock down</li> <li>• 17% PPG children participated in active clubs</li> <li>• 7% SEND children participated in active clubs</li> </ul>	<ul style="list-style-type: none"> <li>• PE training for staff</li> <li>• Increasing relationships and partnerships with outside agencies (Bike Ability, Scooter Skills, Balance Bikes, coaching sessions)</li> <li>• Increasing the percentage of children who can swim 25 metres</li> <li>• Increasing the number of B and C teams who take part in inter school competitions</li> <li>• Targeting pupils who are inactive to take part in a terms physical activity</li> <li>• Create a useful assessment tool to track pupils progress</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.	64%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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?	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> 2019/20		<b>Total fund allocated:</b> £19700		<b>Date Updated:</b> June 2020			
<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					Percentage of total allocation: 11%		
Intent	Implementation		Impact	Sustainability and suggested next steps:			
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?:			
<ul style="list-style-type: none"> <li>Pupil will improve their understanding of how to be healthy</li> <li>Increased number of children taking part in leadership activities</li> <li>Pupils will have positive attitudes towards PE and physical activity</li> <li>All pupils will receive 30 minutes exercise in school a day</li> <li>A reduction in inactive children</li> </ul>	<ul style="list-style-type: none"> <li>Healthy school assemblies throughout the year</li> <li>Professionals invited in during healthy living week</li> <li>Training for play leaders in Year 5</li> <li>Promotion of the daily mile</li> <li>Staff CPD on making PE lessons fun and engaging</li> <li>Active lunch clubs available to children - resources will need to be bought for these clubs</li> </ul>		£2200	<ul style="list-style-type: none"> <li>Young Leaders training completed 08.11.19</li> <li>Fitness coach organised w/b 08.06.19</li> <li>Active lunch clubs organised each term for KS1 and KS2</li> <li>Resources ordered for table tennis club</li> <li>Sports crew training completed 05.12.19</li> <li>Staff briefings on PE 16.01.20 and 06.02.19</li> <li>New resources ordered for lunch time</li> <li>New resources ordered for PE lessons</li> </ul>		<ul style="list-style-type: none"> <li>Continue with Young Leaders training for new Year 5s</li> <li>Run healthy living week July 2021</li> <li>Create a club specifically focused on less active children</li> <li>Ensure playground is suitable for physical activity to be completed</li> <li>Re-launch daily mile to new staff and children</li> <li>Create more open spaces for children to be active in - pond area and gardening</li> <li>Invite professionals in to advertise the importance of regular physical activity</li> </ul>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 10%
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:
<ul style="list-style-type: none"> <li>Children will have the opportunity to complete in sporting days and fundraising events</li> <li>Children will know why leading an active lifestyle is beneficial</li> <li>All children will participate in a whole school competition each term based on the skills they have been learning</li> <li>Children will know of clubs available to them in the local area</li> </ul>	<ul style="list-style-type: none"> <li>Participate in whole school events (Big Pedal, bike to school week)</li> <li>Staff training on intra-sport competitions to raise the profile of sport across the school</li> <li>Assessment tool for PE for all staff to use</li> </ul>	£2000	<ul style="list-style-type: none"> <li>Bike to school week 23/09/19</li> <li>Assessment tool emailed out to staff to complete Autumn Term 2</li> <li>Nuffield Health SWAP programme completed in Year 6</li> <li>Bike Ability completed in Years 5 and 6 05.11.19 - 05.11.19, 02.06.20 - 03.06.20, 04.06.20 - 05.06.20</li> <li>Balance Ability completed in Reception 21.01.20 - 24.02.20</li> <li>Staff briefing 06.02.20 on intra school games</li> <li>Scooter Skills completed 03.10.19 and 04.10.19</li> </ul>	<ul style="list-style-type: none"> <li>Assessment tool updated to show clear progression</li> <li>Continue with Balance Ability</li> <li>Continue with Bike Ability</li> <li>Continue with Scooter Skills</li> <li>Gifted and Talented Pupils identified on assessment form</li> <li>Complete a sporting fundraising activity</li> <li>Take part in healthy living week</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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:
<ul style="list-style-type: none"> <li>Children receive quality PE lessons across the school</li> <li>Children are taught a range of skills and sports due to increased staff capability</li> <li>Children receive tailored lessons due to high quality assessment of their next steps</li> <li>Increasing the percentage of children who can swim 25 metres</li> </ul>	<ul style="list-style-type: none"> <li>2 staff members booked onto swimming training</li> <li>Lesson observations and team teaching</li> <li>Basketball coaching booked for Autumn Term 1</li> </ul>	£2500	<ul style="list-style-type: none"> <li>Swimming training completed by one teacher and TA</li> <li>KS2 lesson observations completed</li> <li>Basketball sessions completed Autumn Term 1</li> <li>Basketball club run in Spring Term 1 run by coaches</li> <li>Gymnastics training for KS2 teacher 27.01.20</li> <li>Basketball coaching by Crusaders 28.01.20</li> <li>Netball high fives training 22.01.20</li> </ul>	<ul style="list-style-type: none"> <li>Progression document created for staff so they can see progression in each subject</li> <li>Planning folder for each year group</li> <li>Staff training on using STEP for differentiation</li> <li>Training for staff with children with disabilities using Top Sportsbility</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				41%
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>Additional achievements:</p> <ul style="list-style-type: none"> <li>• Children will participate in new sports and attend inter-sport competitions</li> <li>• Children will have the opportunity to take part in a variety of lunch time sporting activities across the year</li> </ul>	<ul style="list-style-type: none"> <li>• Resources to teach a wide range of sports</li> <li>• Transport and kit for attending inter-sport competitions</li> <li>• Ensure efficient storage is available for PE equipment so it can be accessed by all</li> <li>• Ensure all equipment is adaptable for children with SEND</li> </ul>	<p>£8000</p>	<ul style="list-style-type: none"> <li>• Kit ordered and brought for inter-sport games</li> <li>• Training for more members of staff to use the school minibus</li> <li>• School minibus now on school site</li> <li>• PE equipment organised with clear labels</li> <li>• Additional equipment ordered for SEND</li> </ul>	<ul style="list-style-type: none"> <li>• More staff trained for driving minibus</li> <li>• PE equipment replaced if necessary</li> <li>• Continue to attend a range of inter-sport games</li> <li>• Introduce new sports through sports clubs</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
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:
<ul style="list-style-type: none"> <li>All children will be able to take part in competitions at the end of each term in school</li> <li>Children will be able to track their progress against other classes across the year</li> <li>Children will have the opportunity to take part in more intra - sport competitions</li> <li>Increased number of children engaging in sporting activity</li> <li>Increased number of B and C teams attending inter school competitions</li> </ul>	<ul style="list-style-type: none"> <li>Training on intra-sport competitions for staff</li> <li>B and C teams to attend inter-sport competitions</li> <li>Order kit for children to attend inter school competitions</li> <li>Introduce an active after school club</li> </ul>	£5000	<ul style="list-style-type: none"> <li>B and C teams attending some inter-sport competitions</li> <li>Kit ordered for upper KS2 inter-sport competitions</li> <li>Basketball introduced as a new club after school Spring Term 1</li> <li>Intra school display created in KS2 hall</li> </ul>	<ul style="list-style-type: none"> <li>Continue to update intra-school display and have ambassadors for this from each class</li> <li>Raise the importance of personal best in class PE lessons</li> <li>Continue to send A, B and C teams to inter-sport competitions</li> </ul>

Signed off by	
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Date:	19.06.21
Subject Leader:	Stephanie Taylor
Date:	19.06.20