

# 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>Participation in extra-curricular sports clubs. Sport clubs were available to all children in FS and KS1 every day after school. 50% of children attended a an after-school sports club</li> <li>Our Sports Science Week raised the profile of sport in the school and looked to enable us to develop community sporting links for children and families</li> <li>Increasing teacher confidence in planning and teaching Yoga</li> <li>Staff continue to work alongside professional sports coaches building their own knowledge and expertise</li> <li>Virtual Sports Week raising the profile of being active</li> </ul>	<ul style="list-style-type: none"> <li>Teacher confidence in teaching of PE</li> <li>Increase in playground activity and games. Classes to be assigned 'play leaders' who work to encourage active playtimes alongside TA's</li> <li>Increased participation in sports clubs led by teaching staff</li> <li>SSW to give children the opportunity to try new sports and all pupils to be inspired to hear the stories of several professional sportsmen and women</li> <li>Train staff to lead swimming sessions for 2020-2021</li> <li>Walk to School scheme implemented and encouraged – more children choosing active travel methods for getting to and from school</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?	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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.

Academic Year: 2019/20		Total fund allocated: £16,280	Date Updated: 20 <sup>th</sup> July 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:
				59.2%
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:
Increase resources available to children to encourage active playtimes. Targeting children less keen on sport and group activities.	School Council and staff to discuss resources. Purchase new playground resources for playground	£3160.00	Increased proportion of children enjoying active breaktimes	Playground monitors within year groups to encourage peers to join in with games / active play times
	TA's to plan playtime games and activities for the children to use independently		Improved behaviour on the playground	TA's to train playground monitors. Introduce Daily Mile initiative
Playground markings to support with playtime games.	Funding to be used to pay playground markings to encourage active playtimes	£3551.50	Children engaging with markings and enjoying active playtimes. Children participating in group games and following rules	Playground markings will be used for all future playtimes
Resurface the trim trail so that it can be used by pupils at break and lunchtimes as well as for lessons.	Quotes from contractors. Begin resurfacing of artificial grass to encourage active playtimes	£2934.00	Artificial grass area completed for all-weather use during playtimes and learning time. Children's improved physical development	Artificial grass will be in place for the foreseeable future.
Adventure trail for KS1	Quotes from contractors. Building of trim trail in preparation for playtimes	£6633.62	Increased proportion of children enjoying active breaktimes	Trim trail will be in place for the foreseeable future.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
Staff to run PE clubs during school hours to increase the profile of PE and sport.	Asking staff to run sports clubs after school/ during lunchtimes. Staff to begin running sessions to raise profile		Yoga Club and Scooter Club being run for all pupils. Clubs were at capacity with 50% of children attending sports clubs	Staff to continue running sports clubs within each term
Increased number of extra-curricular sport clubs and children's involvement.	Liaison with companies to ensure there are a number of extra-curricular activities for the children. Monitor number of children participating in extra-curricular sport		50% of children who have taken part in an extra-curricular sporting activity.	Consider which sports are most beneficial to children and continue these clubs in the following academic year. Research further sports which children do not have access to within the curriculum
Increase the number of children walking and cycling to school.	Staff encouraging active travel and educating children on our walk to school ethos		Increased proportion of children engaging in active travel to school. Children educated on the benefits of our active travel ethos	Invest in Living Streets app to monitor active travel. Work with PTFA to consider initiative to raise the awareness of Walk to School



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Increased confidence for teachers teaching PE and sports sessions	Staff audit to identify teacher's knowledge and confidence with teaching PE.		Audit completed see staff knowledge and areas for improvement	Continue with staff working alongside coaches and team teaching within PE lessons. CPD training for all staff
Sports coaches to work alongside teachers, upskilling them and ensuring pupils benefit from the highest possible standards of PE teaching	Employ sports clubs to upskill teachers in specific areas of the curriculum		Teachers upskilling within specific areas (Yoga and Football). Improved planning for PE lessons	Use of planning from coaches to improve lessons within following academic years. Consider sports coaches for KS2 children.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
Continue to develop curriculum and introduce activities available to children throughout the school as opportunities arise	Introduce Yoga as part of KS1 curriculum. Planning for KS1 teaching		Yoga planning introduced within KS1 introducing a new sport within the curriculum. Ensuring that all children have access to and are aware of a broad range of sporting possibilities	Working alongside SGO to introduce new sports for children within KS2

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
				Working with SG in preparation for KS2 joining to encourage competitive sports

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Gemma Burrell
Date:	30.07.2020
Governor:	
Date:	