

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 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:
<ul style="list-style-type: none"> ○ Profile of sport considerable raised in the school. The employment of a passionate sports leader has raised children's motivation and enjoyment of PE and physical activity considerably. ○ More active children during break and lunchtimes due to increase of equipment and a wider variety of resources available to children. ○ Successful implementation of Change 4 Life club ran by Year 6 PE crew which was delivered weekly with good engagement by younger children. 	<ul style="list-style-type: none"> ○ Development of assessment in PE lessons needed. PE co-ordinator and sports leaders to liaise on the best way to do this following resources we have and investigating what we may need to purchase. ○ Ensure children achieve 30 minutes of exercise at home and at school. Again, PE team to liaise on best ways to achieve and, more importantly, track this. ○ Liaise with local sports clubs in order for children to have specialised teaching and encouragement engagement in extracurricular events.

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>	%
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?	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: £17,760	Date Updated: 15 th July 2020	
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:
				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:
Promote opportunities for children to take part in a wide range of sporting activities and competitions.	DSSN membership and apprentice membership purchased. A range of events have been taken part in including football, netball, indoor athletics and rugby	£1062 + £300	Children are excited for sporting activities and attitude towards winning has been changed with them now focusing much more on the importance of taking part and working as a team where necessary. Events attended and promoted on PE board	Children have gained fundamental skills such a team playing during events that they can apply to other sporting events. Teachers have gained ideas for different activities or games that can be ran in school for inter-school competitions
Promote physical exercise, movement and practise of key skills in other lessons than just PE.	Active maths membership purchased in order to keep children moving during lessons that are usually static. It has given teachers the confidence to adapt their teaching style.	£545	Children are enthusiastic when they realise they are taking part in an active maths lesson. Good engagement of all, even those who are less confident with the subject.	Next steps: Purchase Fitter Futures or iMoves in order for children to be more active during the school day and have access to activities outside of the school day. Promote The Daily Mile again within school. Purchase rewards to give children the incentive to persevere and improve.
Encourage children to take part in The Daily Mile in order develop the desire to compete with themselves and improve	The Daily Mile (or a variation of for FS and KS1) continues to take place.	No cost	All classes taking part and children recognise it as part of their daily timetable.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				34%
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:
Full time employment of sports leader in school to plan, deliver and evaluate PE. Ensure children are receiving high quality PE provision all the time	TR (sports leader) to plan and deliver lessons, working with teachers to ensure good quality teaching is consistent. Extra-curricular opportunities provided, including netball and football clubs	£5940 (50% of total expense)	PE delivered at higher standard with more differentiation, particularly challenging those more able. Children are motivated and enjoy lessons	Teachers have increased confidence in teaching different areas of the PE curriculum which will help to keep motivation high Continue to use sports display board and discuss events in assembly.
To get children excited about sporting events that take part outside of school	Card and stationery purchased for PE board. Clearly showing all children the information on fixtures, results and events that have been taken part in and are planned for the future	£100	Children use this space to gain information. Also gave health leaders and sports ambassadors a role to fulfil	Next steps: ensure sports blog is kept up to date by Year 6 sports team and editor.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				38%
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:
Children to receive high quality PE teaching, gaining and practising skills in every lesson as well as ensuring they are being challenged	TR is able to lead PE lessons and support teachers with planning. He can lead particularly in units teachers are lesson confident in teaching. He leads games for children during lunch time	£5940 (50% of total expense)	More differentiation and greater challenge taking place in each lesson.	Planning purchased that can be reused. This includes differentiation, a wide range of skills based activities and games for children to compete in.
Children are taught a wide range of units during PE lessons, including games, dance, gymnastic	Planning purchased for classes to use across the school (Primary PE Planning and Music and Movement)	£540	Increase subject knowledge, confidence and variety of activities delivered across the whole school	Next steps: ensure teachers are using planning and resources to fullest potential. PE team to use planning to organise more inter-school competitions
PE co-ordinator and sports leader attended Primary PE Conference	Staff members attended alternate workshops to gain an insight into as many parts of the conference as possible.	£150	Workshops attended deepened understanding of the subject leader role and identified new fitness incentives that can be delivered in school	
Children to practice shooting skills which can be applied to competitive competitions	Netball posts and football nets purchased	£50	Increased confidence for the children and further progression in football league following the honing of skills	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Encourage children to be more active during break and lunchtimes. Range of activities and equipment made available to younger children (in particular trikes and scooters) to promote physical activity and development of gross motor skills and fundamental for sport (particularly for the younger children)	Range of equipment purchased to support in lessons and also to engage and encourage the children to be more active during break and lunch times	£1225	Children are active during play times and enjoying their free time	Children and sports leader have learnt and acquired a wide range of games that can be used in the future. Next steps: yoga and mindfulness activities to be introduced in lessons to all year groups. Providing restrictions are lifted and it is safe to do so, ensure that Year 6 children train Year 5 children in summer 2021 in games that can be taught by them in the next academic year (this could not happen this year due to covid-19)
Range of mindfulness and yoga activities to be introduced to children	Yoga bands purchased	£18	Yet to be used in lessons due to covid-19	
Develop young leaders through Sports Ambassadors and Health Leaders	Children have regular meetings with sports leader and ran a lunchtime club for younger children. Sports leader attended Change4Life events with said children	No cost	Year 6 pupils helped KS1 children with core skills such as throwing and catching, following guidance from the PE coordinator and sports leaders	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
Children to apply the key skills learnt in lessons to competitive sporting events. Encourage children to perform to the best of their abilities and compete with themselves, bettering their performance each time	Transportation in order for Year 6 to participate in two events, tag rugby and sports hall athletics.	£140	Children responded well at both events. All were motivated to participate and succeed and showed great sportsmanship	Next steps: HJ and TR to liaise with class teachers and book events for each year group to ensure participation
More participation in school events		£1750		

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