

# 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 2019:	Areas for further improvement and baseline evidence of need:
<p>Appointment of a sports coach to support teachers with deliverance of lessons and aid in supporting lesson progression. The NQT's from last year are more confident with their ability to teach PE. They also supported the Sports Coach in delivering after school provision.</p> <p>Delivery of two after school clubs one for each key stage, this has led to an increase in children attending clubs across all age ranges.</p> <p>Lunchtime supervisors attended the non-equipment and equipment training in relation to supporting lunch times and engaging children in order to reduce the playtime incidents and to keep children physically active. So far, this is partly achieved as it was only initiated in the summer term, with it now running we hope to see improvements and better engagement.</p> <p>Varied curriculum – wide range of sports taught across the years with the aim of developing gross motor skills at a younger age in line with the requirements of the National Curriculum for Key stage one and developing these in Key stage two.</p>	<p>Increased delivery of after school clubs with a focus of engaging new pupils (particularly pupil premium and those identified as inactive) by acting on pupil voice related to the sports and activities which they would like to see in school</p> <p>Continue to develop the use of Play leaders and to ensure that new leaders are trained.</p> <p>Introduction of the Daily Mile needs to be established in the school.</p> <p>Mental health, wellbeing (exposing children to this) and also teaching them about healthy eating and how reducing overweight and obesity.</p> <p>Staff CPD on wellbeing with yoga resources.</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><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.</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	N/A

## 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: 2020/2021		Total fund allocated: £17,780	Date Updated:	
<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:
				%
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>Engagement in physical activity during lunchtime – aim to get children moving and to improve physical fitness especially if this was not present during lockdown.</p> <p>Use of play leaders in upper KS2 (in their bubble) and lunchtime supervisors using their training in each bubble to engage children in physical activity.</p> <p>Daily Mile introduction</p>	<p>In order for activities to take place, there needs to be equipment for each 'bubble'. Replenish lunchtime PE equipment of balls, bats and nets for target games so that each 'bubble' has access to a range of equipment to run activities.</p> <p>Score board (laminated in the classroom) for each class when challenges are ran by the lunchtime supervisors.</p> <p>Class registers (completed by the lunchtime supervisor) to track those children who participated in the activities.</p> <p>Tracking each class's participation in the daily mile by recording their miles on the class chart. This can also be linked with the Commonwealth initiative.</p>	<p>Approximately £200</p> <p>Free</p>		

To track physical activity in all children across the school and for the children to understand the benefits of physical activity.	One planner per pupil. 56 full colour pages including photographs and descriptions of warm ups, body exercises and cool down stretches. Specifically targets whole school Active 60 minutes agenda. An essential year around resource book to encourage daily physical activity.	£367		
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
Children are made aware of mindfulness in relation to mental health.	Giving children the opportunity to reflect and calm themselves, being aware of their body and mental state and using this to effectively manage their behaviour across all areas of school.	Use of resources from the previous year. Plus, you tube websites and the CPD.		
Give children the widest ranging curriculum. Offer as many opportunities as possible and exposure to previously uncovered areas of PESSPA	Use the resources which Sports Plus have to offer. Allow children to experience a range of new activities and ways to apply their skills.	Included with Sports Plus price		
Training of children to be Play leaders.	Running of activities at dinner times and encouraging physical activity,	£599.99		

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:
<p><i>In order to continue to improve progress and achievement of all pupils the focus is on up-skilling the staff and raising their confidence.</i></p> <p><i>Teachers will be able to identify those children who are Gifted and Talented in order to challenge during lessons.</i></p> <p><i>Also, children who are identified as needing more gross motor support will be identified and during the PE session supported by the TA to build vital skills.</i></p> <p><i>CPD sessions (4) delivered by Steve Groves. A calming programme using mindfulness, yoga and discussion for KS1 and 2 pupils.</i></p>	<p><i>Liaise with Sports Premium Plus coach to work across school to support the delivery of PE sessions working alongside staff and supporting their continued progression and effective teaching. CPD x 3 will be included in the package.</i></p>	<p>£14,040 approximately</p> <p>£350</p>		
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 offer a wider range of activities	Arrange a pupil survey to ascertain what	Included in the		

<p>both within and outside the curriculum in order to get more pupils involved. Children are asked to share what clubs they would like in school and these are tailored to those needs.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities (pupil premium focus).</p>	<p>pupils would like in relation to the different sports clubs so that they can be catered towards their interests. Liaise with Sports Premium Plus coach to establish 2 clubs per week with additional clubs at lunch time based around small team games.</p> <p>Target pupils who do not regularly participate in sports clubs and encourage them to attend (pupil premium focus)</p>	<p>Sports Plus price (see above)</p>		
<p>Additional:</p>				

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:
<i>To introduce additional, inter and intra sports competitions in order to engage more pupils through the school games website</i>	<i>Develop a sense of competition</i>	<i>No funding needed initially – may then be used for certificates and medals</i>		

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