

# 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>PE is currently delivered by PNE and SRBC sports coaches.                      Most children are actively taking part in PE lessons.                      A growing number of children are actively taking part in extra-curricular sporting activities.                      Increasing number of children taking part in competitions.</p>	<p>Teachers to take back over planning and implementation of PE lessons.                      No coaches to deliver PE sessions apart from gymnastics                      Coaches brought in to deliver extra-curricular activities - to offer a broad range of activities                      To continue to provide the children with more opportunities to compete in festivals and competitions organised in the local partnerships</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?  <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>	74%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	74%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	74%
<p>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?</p>	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> £ 17310		<b>Date Updated:</b> 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: 49 %
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?:	
Ensure there are sufficient resources and high-quality equipment to allow children to develop their skills	Purchase extra resources and equipment where needed – carry our equipment audit. Enhance outdoor physical environment to encourage safe climbing and gross motor skills.	£2000 £6500	Children are able to select from a range of equipment that meet their stage of development to perform skills in different activity areas, Standards are being met at the end of each key stage in relation to relevant aspects of PE. MUGA is used on a daily basis at lunch time to offer specific sporting opportunities for both Key Stage 1 and 2 children.	Continue to audit resources yearly to ensure high quality resources are purchased and ensure children are able to access PE. Continue to use MUGA at lunch times to ensure children are being physically active and can experience a range of sporting opportunities.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14 %
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:
The curriculum supports the needs of our children.	Short term planning reflects the needs of the children in the cohort. Extra activities are targeted at specific groups/year groups to ensure needs are met.	£900	Pupils are given opportunities to build character and embed values within physical education and activity. More enjoyment and participation from all children in each cohort.	Continue to ensure that basic fundamental skills are taught and ensure curriculum is progressive through monitoring.
The whole school curriculum map reflects the vision and supports the implementation of the curriculum.	Whole school PE and extracurricular sport is mapped out – showing a clear progression of skills throughout each year group. Ensure there is an appropriate balance of content within the curriculum.	£1500	Teachers are able to check prior learning in different physical activities using the whole school curriculum map. Curriculum map ensures that key skills are covered and allows for skill progression across each year group.	Continue to buy in tots on tyres L1 and L2, Scootsafe, bike ability. Look at having Heart Start for Year 5/6.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0 %
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:
Raise whole school vision for PE	Staff development training – link to WRIST cluster training.		Subject expertise for all staff and increased confidence. Teachers foster an enjoyment of physical education in children through high quality teaching. Teachers are enjoying having more ownership and creativity within their lessons.	Staff training is ongoing PE subject leader is currently looking into further qualifications to enhance sport and PE in school. PE lead to complete Level 5 PE course.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18 %
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:
PE and sports premium is used to support the school's vision for PE	Buy in sports coaches to deliver after school clubs Extra-curricular activities provide a variety of experiences, skills and sporting opportunities.	£2175 SRBC £1000 transport costs	More children participating in extra-curricular activities. Sport specific coaches brought in to teach Gymnastics, providing CPD for staff. Offer a wider range of after school clubs including stunt cheer and American football. Improved children's self-esteem Summer term clubs did not go	Continue to have Gymnastic coach to help other staff members develop CPD. Continue to offer wide range of extra curricular clubs – archery? Target less active children to take part in clubs

			ahead due to COVID and school closure.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18 %
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:
PE and sports premium is used to support the school's vision for PE.	Take part inter school competitions	£3080	Children enjoy competitive sport more. Children show that they are developing the character values taught within lessons during competitions.	Continue to take part in competitions and festivals. Introduce intra-school competitions. Introduce My Personal Best Challenge

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	A. Baron
Date:	July 2020
Governor:	
Date:	