



# 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 **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>A sound CPD programme set up and now well established to help staff increase knowledge and skills of a variety of sports.                      Effective use of the 2 hours PE given.                      Bronze School Sports Award                      After school clubs now tailored to the questionnaire completed in the last summer term.</p>	<p>Getting the less active children active at various times of the day.                      Encourage more children to attend extra-curricular clubs.                      Achieve the Silver Sports Award                      Improve reporting on sporting events</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>	85%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	85%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%
<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.

Academic Year: 2019/20		Total fund allocated: £17,777		Date Updated: Spring 2020	
<p><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</p>					Percentage of total allocation:
					3%
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:
Ensuring children take part in physical activity during the school day whilst improving their muscular endurance and cardiovascular system.	<p>Head Teacher to timetable each class to have a Daily Mile slot. The children are to attempt completing a mile by walking, jogging or running each day.</p> <p>Provide children with more equipment to enhance their abilities of being more active.</p> <p>Midday supervisors to have training to help engage more children to be more active during lunchtimes.</p> <p>Class teachers to use more physical activity in lessons to increase the children's heart rate in short bursts.</p>	£ 450 equipment	<p><b><u>Spring 2020 update</u></b>  <i>The Daily Mile has had a positive impact on the children's well – being. The children look forward to it each day. Need to look into giving out certificates each half term using various categories.</i></p> <p><i>Using the heat maps, it is possible to see that staff have come on board to get all children as active as possible.</i></p>	<p><b><u>Spring 2020 update</u></b>  <i>The Daily Mile is something that we intend to continue next academic year as it is low cost and time effective. The next steps would be to get more children to run the mile rather than walk it.</i></p> <p><i>Midday supervisor training was put on hold and will take place next academic year.</i></p>	
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					Percentage of total allocation:
					47%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Highlight achievements in PE and school sport to encourage greater participation.</p> <p>Keep children healthy and active, improve communication, improve leadership skills, improve discipline, increase fun and increase self-esteem.</p>	<p>PE lead to arrange a new Sports display with updates made throughout the year. Information to show children about sports that are offered as extracurricular. Also to report on activity days that children have participated in and in school lessons.</p> <p>Use Year 5 children as play leaders at break times to help improve younger children's perceptions of PE.</p> <p>Purchase equipment for outdoor play times.</p> <p>Tommy time</p> <p>Year 6 children to link with reception as buddies to help them play games at lunchtimes.</p> <p>Include a sports item at school council meetings.</p>	<p>£5500 – Commando Joe</p> <p>£3000 - KABS</p>	<p><b><i>Spring 2020 update</i></b></p> <p><i>The Sports display was positive, and the children were able to see the results of the competitions that were attended so far this year.</i></p> <p><i>The play leader training did not happen as planned because of the Covid 19 pandemic. We used year 6 buddies on the infant playground to help the younger children to play games at lunchtimes.</i></p> <p><i>KABS has improved children's confidence in resilience and physical activity. The 1:1 and small group sessions have increased self-esteem in those individuals that need it the most. The junior classes have improved their leadership skills though tasks set in 'Tommy Time'.</i></p>	<p><b><i>Spring 2020 update</i></b></p> <p><i>Fortunately, the use of the KABS will be able to continue with the aid of the Sports Fund next academic year. The projected cost of this will be £9000</i></p> <p><i>School council meeting still need to have a 'sports' item each session. This has been discussed on an ad hoc basis, but it needs to be on the agenda each time.</i></p> <p><i>Will have to review the use of Year as buddies as children cannot cross into other 'bubbles'</i></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
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>Improved quality of children's physical education to ensure that they are all competent and confident.</p> <p>Improved role modelling of healthy, active lifestyle behaviours by all school staff.</p> <p>CPD program set up to enhance teachers' skills and knowledge of various sports across the school.</p>	<p>Hiring of sports coaches to work alongside teachers and teaching assistants in a CPD role.</p> <p>Teaching staff twilight to ensure teachers of staff has a knowledge how to deliver PE and Sport.</p> <p>Explain how to use plans</p> <p>PE lead to provide updates on school sports in staff meetings over the year.</p> <p>PE subject lead to do some drop-in sessions on teachers to check skill level is good and offer members of staff to observe PE lessons if they want.</p> <p>PE lead to complete a staff audit around PE in school.</p> <p>Buy a new scheme of work for PE for the whole school.</p>	£4000 – sports coaches.	<p><b><u>Spring 2020 update</u></b></p> <p><i>The CPD program has been successful this year as lots of staff have moved year groups so they had the support needed to teach PE in their new class. The teachers are all becoming more confident in using the planning and teaching the lessons. The staff meeting was very successful as the staff were able to see where to get the planning and it also gave the opportunity to ask questions. Dance is still an area of the curriculum that teachers feel less confident in.</i></p>	<p><b><u>Spring 2020 update</u></b></p> <p><i>We have invested in a new CPD provider, Dave Earnden Coaching, to help teachers increase their confidence in teaching PE. This will be a new style of teaching, which will give teachers different skills. As dance is still an area of P.E. that teachers feel less confident in, we have invested in LCP scheme of work to use for Dance.</i></p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				19%
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>To provide a range of sports and physical activity experiences to allow ALL children to acknowledge their strengths and realise their areas for improvements.</p> <p>To allow children to make an informed choice about sport and physical activities available as extra-curricular.</p> <p>To allow those disadvantaged pupils to participate in extra-curricular subjects.</p>	<p>Hiring specialist sports coaches to offer a wide variety of curricular and extra-curricular sports clubs, such as: Football, Netball, Archery, Rugby, Tennis, Dance, Gymnastics, Handball, Running, Judo, Multiskills, Dodgeball, Cheerleading</p> <p>Having one ASC to be aimed at PP children and the less active members of the school community, then open up to others.</p>	<p>£3300</p> <p>Nominal amount depending on PP/LAC take up</p>	<p><b><u>Spring 2020 update</u></b> <i>The ASC were better attended this year and when they were not, we changed the club. The cheerleading was the most successful this year.</i></p> <p><i>The variety of ASC were cut short due to Covis-19.</i></p>	<p><b><u>Spring 2020 update</u></b> <i>The PE lead will have to seek out community clubs who are willing to do free taster sessions.</i></p> <p><i>We will be using Dave Earnden Coaching to run two ASC, one focussed on KS1 and one focussed on KS2.</i></p> <p><i>We will also have a club run by KABs.</i></p> <p><i>Staff will also have a responsibility to run an after-school club, topics to be confirmed.</i></p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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 opportunities for children to apply their skills in a competitive environment, encouraging confidence and determination.	Develop a program of competitive events across the school year. To enter tournaments when they are being delivered. To help organise events and tournaments within the new cluster of schools we have entered. Create letters and risk assessments for tournaments Take children to tournaments. Have a competitive sports day	£500 – transport costs  £950 - SLA  £77 – medals for sports day.	<b><i>Spring 2020 update</i></b> <i>We have entered at least 4 competitive interschool tournaments this year and have had some interclass competitions.</i>  <i>The school have had more opportunity through the SLA to compete in more sports.</i>  <i>The cluster we are part of ran some tournaments – badminton, dance, gymnastics, athletics, multi-skills.</i>  <i>Sports Day has had to be cancelled due to Covid-19.</i>	<b><i>Spring 2020 update</i></b> <i>PE lead to work in tandem with Dave Earnden when running sports day.</i>  <i>Investigate what the cost of the SLA is for next year to see if we can compete in more sports.</i>  <i>Continue to be an active part in cluster competitions.</i>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	