

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 2019:	Areas for further improvement and baseline evidence of need:
Established identification and support of least active children (change for life group.)	Evaluate success of the change for life group. Encourage class groups to join after school clubs.
Dance teaching and outdoor games teaching – good standard. Outside coaches. CPD for teachers and Tas supporting coaches.	Introduce scheme for PE to support teaching staff and Tas
All girls clubs- encouraging girls to become more active.	Encourage girls in a greater variety of sports.
Sports leaders organising intra-school competitions for younger groups.	Increase the number of activities throughout the year.
Introduce bikeability for Y6.	Increase the % uptake of Y6 children for bikeability.
Achieve Gold games mark.	

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.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.	70% - as of end of Y5. <i>Y6 sessions due to take place in summer term 2020.</i>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	?% data not recorded.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% <i>Water safety sessions due to take place summer term 2020</i>
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: £18100 £7,484.80 carried over. (41%)		Date Updated: July 2020	
Key indicator 1: The engagement of all 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:	
				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?:
Increase activity at playtimes.		Provision of wider variety of playtime equipment. Table tennis, footballs, tennis, skipping, hula hoops, small foam balls, 4- squ balls, rockers		Money in red= actual spend. Black= allocated	Equipment available to greater range of children.
Increase activity at playtime of most inactive children.		20 min session in curriculum time with chosen children from each KS2 class. Introduce playground games to small group. Enter change 4 life festivals.		£1346 £837	Increased confidence. Children using equipment at playtimes.
		Buy resources for playtimes		£300	I
Increase fitness of year group.		10 min run before lunch			ncreased stamina over term.
Ascertain activity levels of children at home as well as at school		Complete heat map for school activity.			Questionnaire for children’s home activity/ sports cubs

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.5%
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 participation by raising profile of the school sports teams.	<p>Achievement certificates awarded in assembly.</p> <p>Participation certificates awarded in assembly.</p> <p>Match reports written by children and published in fortnightly newsletter to parents.</p> <p>Reports mounted and on display on sports notice board with team photos.</p> <p>Sports leaders to introduce activities during assemblies.</p> <p>KS2 football tournament organised by leaders.</p> <p>School teams' photos on website and entry screen.</p> <p>Athletic activities at playtime overseen by leaders.</p> <p>Buy badges to help identify leaders and raise their profile.</p>	£100	Increased enthusiasm for leading playtime activities and participation.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				82%
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:
High quality sessions leading to improved fitness, skill and activity levels.	TSS coach – CPD for TAs and teachers. Dance coach- CPD for Tas and teachers Resources – balls, bats etc	£11000 £5094.20 £2768 £2440 £400	High levels of activity and improved skills.	Teachers to replicate sessions in second PE session next year.
Introduce PE scheme- moves		£594	Evaluate next year	Staff meetings required to introduce new scheme.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1%
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:
Additional achievements: Increase number of sports offered in curriculum time- new activities intro'd: dodgeball, ultimate frisbee, handball,	Hockey, dodgeball, handball, netball, basketball, athletics, swimming, dance, gym, orienteering, tennis, rounders, cricket, rugby, 4 square, ultimate frisbee, football, cycling	As above	Children very enthusiastic for PE and especially sports coaches. Keen to represent school in competitions. (questionnaires, school council views, questioning classes)	
Increase confidence on a bike and competence on the road. Increase the uptake by Y6	Bikeability Y6- TA support for SEND children	£200	Increased number of children cycling to school.	Continued increase in uptake next year.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7.5%
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 the number of children participating in level 2 activities.	Enter rugby, athletics(indoor & outdoor), netball , cricket, handball, basketball , swimming, tennis, dodgeball, hockey competitions , Pe cover- to take to games.	£300	70% Y6 children participated in level 2 activities Aim 100% with summer term activities.	Continue entering Y6 competitions. Introduce some level 2 activities to Y5 and Y4
Improve success of Level 2 teams	Sports coach – cricket, hockey, rugby, netball, basketball coaching for school teams.- lunchtime and after school clubs.	£1000 £700		
Football club	Open to all KS 1 and 2 children.	Paid by parental contribution.		
Increase participation for least active children.	Change 4 life festivals TA to take children	£50	Identified inactive children keen to attend Level 2 festivals.	

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