

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:
We received a gold award from the School Games Mark.	The underspend due to Covid19 will be used for additional staff training and the offer of a variety of funded after school sports clubs in 2020/2021.

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.	Unable to assess due to Covid 19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Unable to assess due to Covid 19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unable to assess due to Covid 19
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: £ 16,430 + £4,318 rollover		Date Updated: 26.6.20	
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:
					%
Intent	Implementation		Impact		55%
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:
To involve all pupils in regular physical activity and encourage them to work cooperatively in a team.	Provide one year of forest school sessions for Class 1.	£2,160	Pupils engage positively in outdoor learning sessions and develop skills in team work and cooperation. Pupils engage in 2 hours high quality PE lessons per week.		TA works alongside FS teacher increasing her knowledge and skills in FS activities which she can then cascade to other staff members. Class teacher works alongside coaches and gains knowledge and skills to teach high quality PE which can be cascaded to other staff members.
To support all pupils to become physically active and encourage them to focus on fundamental movement skills.	To enable a TA to support the class teacher in PE and in Forest School to give less active and SEND children to have more support.	£4,970	SEND and less active children are supported and have more confidence when participating in sports.		SEND and less active children have more interest in participating in sport in the future.
To enable the class teacher to deliver two high quality PE lessons per week where pupils are active and gain fundamental movement skills.	Class teacher delivers two PE lesson per week.	£3,363	Pupils are engaged in high quality active sessions and have a positive view of PE and sport.		Pupils more likely to engage positively in physical activity and sport in the future.
To encourage pupils to be active during playtimes and outdoor learning sessions.	To provide safe outdoor spaces with appropriate equipment for pupils to engage in safe physical play.	£1,016.53	Pupils are able to take risks and try new experiences during break times and outdoor learning.		Pupils more likely to try adventurous activities in the future.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	12%
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:
To give pupils a broader understanding of healthy life styles and practices.	To provide a visit by The Life Education Bus which teaches the pupils about healthy eating, exercise and mental wellbeing.	£184	Pupils have increased knowledge of how to keep themselves healthy.	Pupils sustain a healthy lifestyle and are more aware of their mental wellbeing.
To keep all pupils focussed and active during lessons.	Purchase 'Active Maths' and 'Active English' to give teachers ideas of how to incorporate active elements to sedentary lessons.	£790	Pupils participate in active elements of a lesson improving skill retention and mental wellbeing.	
To encourage all pupils to make healthy eating choices.	Subsidise school lunch provision and cookery sessions to encourage children to make healthier choices when eating.	£1,722	Pupils understand different food groups and the proportions of each one they should eat at every meal time to ensure they have a healthy diet.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	8%
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:
To increase knowledge and confidence of staff in teaching PE and sport.	To provide one year of specialist sports coaching weekly for Class 2.	£1,659	Staff have confidence and knowledge to deliver PE lessons and in particular have a deeper knowledge of team sports.	Staff work alongside coaches and FS teacher to gain knowledge and ideas for teaching team sports and FS activities which can be cascaded to other members of staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	4%
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:
To offer a broader experience of a range of sports and activities to all pupils.	To provide necessary equipment to enable a range of sports to be delivered ie netball, football, goals, cricket balls, bats, tennis balls and bibs purchased for PE lessons. Tri Golf set purchased to enable participation in Tri – Golf festivals.	£896.74	Pupils have the skills and knowledge to play a variety of sports.	Equipment to be used for future lessons.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	9%
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:
To increase pupils skills and knowledge in playing team sports to enable them to have the confidence to participate in competitive sport.	<p>To enable PE lead to attend cluster meetings to work with other PE leads to organise sporting festivals, discuss good practise, share ideas and attend cluster training events.</p> <p>To provide supply cover for the PE lead to organise and attend festivals with pupils.</p>	<p>£1, 384</p> <p>£500</p>	<p>Greater percentage of pupils had the confidence to participate in cluster festivals.</p> <p>Greater number of festivals attended. Ideas for new festivals suggested to include more of a range of pupils such as Tri golf, rounders and dodgeball.</p>	<p>Pupils continue to participate in team sports inside and outside of school.</p> <p>Pupils have confidence to try new sports and continue participating in these inside and outside of school.</p>

Signed off by	
Head Teacher:	D Cook
Date:	15.10.20
Subject Leader:	<i>Vanessa Newman</i>
Date:	14.10.20
Governor:	<i>Jane Henshall</i>
Date:	15.10.20