



# 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:
All children involved in intra and inter school sport. Achieved Games Mark <u>Ggold</u> again.	All staff to be confident to teach PE. Children to use their leisure time for active pursuits.

**Comment [DG1]:** Suggest rather than 'again', to put 'for the x consecutive year'

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? <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.	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
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?	Yes

## 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> £17,683		<b>Date Updated:</b> 22.07.2020	
<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:
					18%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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 the proportion of children active during unstructured times.	Employ PAS to run active lunchtime sessions. Use children to act as ambassadors and monitor the activity levels.  Children to run clubs such as dance, archery, running.	£3,150	Some children are more active. <u>Immediately prior to the coronavirus pandemic, the children were getting more involved and starting to become ambassadors</u> <del>when Corona virus hit.</del>  Children love being part of the clubs. Older children's activity levels increased by running the clubs.		Make a plan for this when children have to stay in their class bubbles.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					0%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		



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:
Staff to understand the link between physical activity and mental activity.	Staff to look at wellbeing and learning and the impact on activity on these during staff meetings.		Staff understand the links but do not always prioritise exercise.	Continue the work by reviewing present practice and looking for ways of improving it.

**Comment [DG2]:** Could insert 'the correlation between.....' ?

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
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:
Staff to be able to teach follow up lessons following input from trained coaches.	Staff to be involved in 1- <del>taught</del> PE lesson <u>taught by a coach</u> a week and then to follow this up with a lesson they teach.	£6,510	Some staff are more confident and actively engage in the process, others need more encouragement.	On INSET days at the start of the school year 2020/21 do some work with staff around the teaching of PE and how to use the supported PE lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				34%
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 feel confident to try different sports / activities.	Increase links with lots of different sports clubs.  Celebrate children's sporting achievements in assembly and talk about how to get involved in those sports.  Offer children opportunities to try out different sports and activities.	£3,523	Children talk about different sports and how some suit some people and other <u>sports</u> suit others.	Continue with what doing <u>currently; it has proven to be effective and as it</u> is working.

Additional achievements: KS1 swimming		£2,500		
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				11%
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:
All children to be offered the opportunity to take part in competitive sports within school or between schools.	HPSS affiliation. Provide supply and transport as needed to enable this to happen.	£2000 See previous <a href="#">category category</a>	We would have achieved this but <del>due to the</del> <a href="#">Corona Virus pandemic, happened and the opportunities for competitive sports had to be stopped was suspended. We intend to pick this back up again when it is deemed safe to do so.</a>	Keep doing what we are doing.

Signed off by	
Head Teacher:	Alice Littlehailes
Date:	22/07/2020
Subject Leader:	Chris Holt
Date:	22/07/2020
Governor:	<a href="#">Deb Griffiths-Jones</a>
Date:	<a href="#">23/07/2020</a>