

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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:
Regional Cheerleading Champions 2017-18 Continued range of activities being offered to all children at lunchtimes through 'Go Pro Coaching' Accreditation of Gold School Games Award 2018-19 and 2019-20 Range of established sports teams: cricket, football, cheerleading, tag rugby, athletics Cricket Champions 2019 for the first time in school's history School football team entered into football league for the very first time Increased participation in after school clubs	Increased interest in participation in PE and Sport evidenced through preparedness for activity (ie having PE kits in school) Active break times with Sports coach - linked to decrease in behavioural issues over lunch time Increased numbers in after school clubs Embedding participation in football league Wider participation in interschool events

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.	44%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	31%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	12.5%
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?	Yes/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: £17830		Date Updated:	
Key indicator 1: 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:
					%
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?:
Higher percentage of children accessing sporting activity outside of PE lessons.		Increased availability and access for extra-curricular activities - including during lunch times.		4595	Children have a variety of games that they can lead themselves during break times.
					More consistent delivery and approach to the learning elements of these sessions required - potential new supplier for next academic year.
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	
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?:

<p>Consistent approach across the school and improved standards with regards to subject knowledge and instruction.</p>	<p>PESS coordinator subject leadership time allocated and timetabled each week.</p>	<p>1435</p>	<p>Improved level of subject knowledge and research across the school. Developing consistency of curriculum coverage.</p>	<p>Work completed during this time to continue to develop the subject.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Level 1 & 2 coaching qualification for designated staff member	Quality teaching of Swimming to improve in future years. Tracking and progression, as well as potential interventions in the pool.	2296 for training	TBC - course to be completed (hopefully) during Autumn term 2020 - Covid dependent.	Work with lesson providers to ensure delivery is possible at their pool. Potential use of a different pool to reduce future costs/improve future delivery.
Whole school staff inset	Improved range of skills and confidence levels in all teaching and support staff with regards to the delivery and support of PE lessons	492	Verbal feedback and increased activity in lessons from staff members following the training session.	Staff to continue to use skills to support future lessons.
KS1 teacher training	Reading Stars training (including resources)	246	Staff trained and confident to deliver Reading Stars programme	Staff will still be trained - hopefully to share their training with others
PE training and conference	Specialist staff training and improved performance	246	Inter-school participation understanding and involvement	Continued and improved relationship with locality schools.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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	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:

consolidate through practice:				
Whole school offered the opportunity to take part in sports they are unlikely to be able to do outside school	Partaking in local Dance and Gymnastics performance events	2500	Children talk about their pleasure and performance in the events	Memories and legacy for children involved. More children interested in future events due to 'buzz' created
Swimming	Children given the opportunity to take part in extra swimming lessons at an older age to embed learning from previous years	3319	Children enjoy swimming and want to go again and again	Reduced number of non-competent swimmers and greater enjoyment of the sport for those involved.
Sports equipment	New equipment purchased to broaden the range of subjects that are possible to be taught	500	Involvement of children in sports such as football and netball that were previously unavailable	Equipment to be used year on year

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Inter-school events and broad delivery within lessons to correlate with the broadened events diary	Transport, entry and staffing of events.	1620	Children feel proud of the school and the environment. Children want to perform well and be part of the team and community	Children talk about events they have been to for years afterwards and want to continue and increase involvement

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