

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

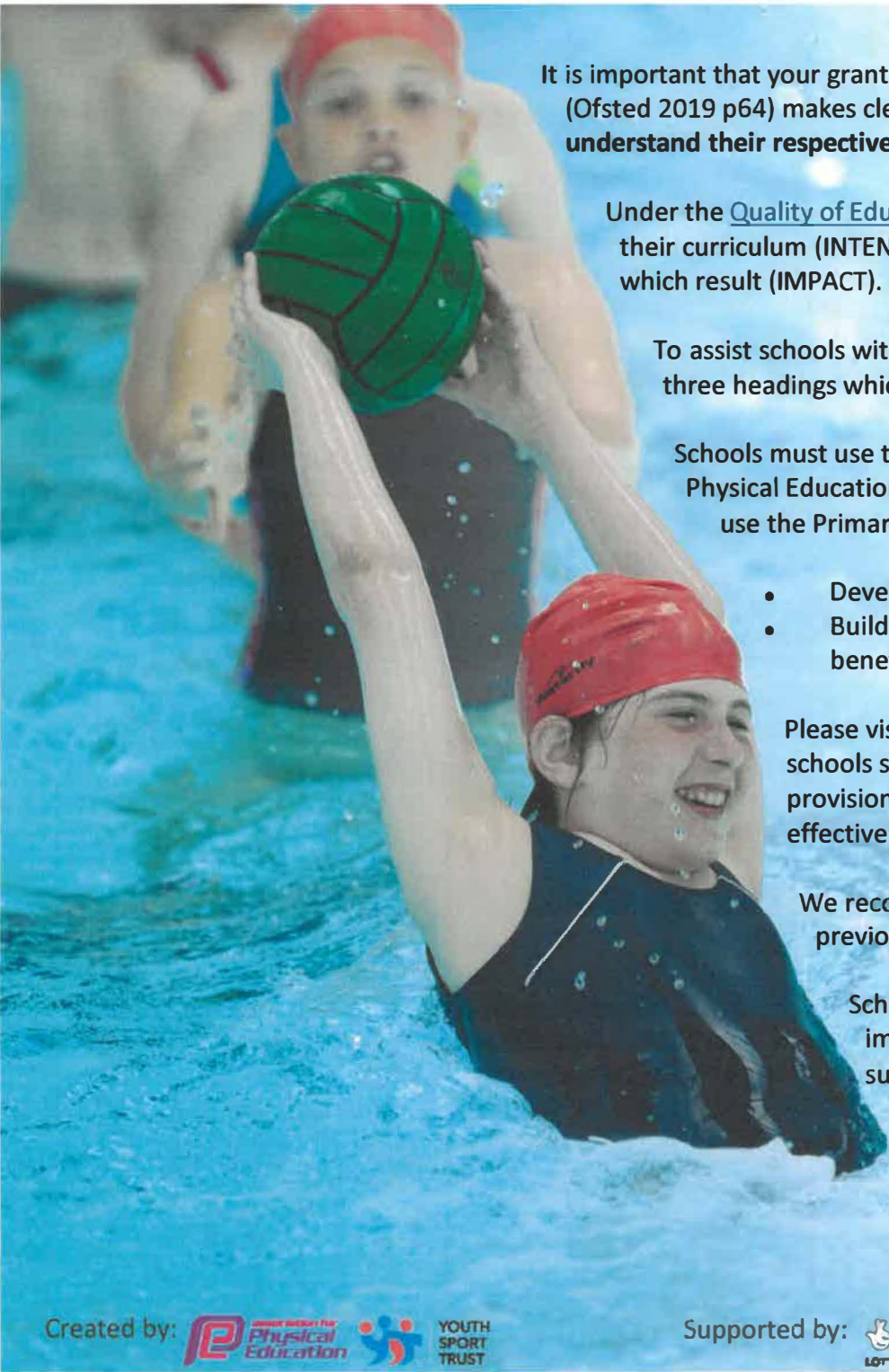
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YOUTH  
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders 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:
Receiving Silver Sports Award 2018/19 Increase in participation of external sporting events Playground leaders program	Swimming – make sure Y6 leavers can swim 25m – tracking of attainment needs updating External Sporting competition – introduce pupils to new sports Maintain or improve Silver sports award To encourage non active pupils to join a sporting club either during or after school Improve behaviour at break and lunchtimes by introducing more activities by playleaders

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.	57.14%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	38.10%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	38.10%
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?	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: 2018/19	Total fund allocated: £	Date Updated:		
<b>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</b>				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:
Identify pupils who cannot swim 25m and arrange for lessons	Increase % of Year 5 and 6 who can swim 25m unaided.	£500	Swimming registers and assessment data to track progress, demonstrating that an increased number of pupils have now achieved 25m unaided (to be reviewed due to Coronavirus)	Offer booster lessons to all non-swimmers and offer booster lessons and final year assessments.
Work towards 60 minutes of exercise /activity every day (30 mins of which should be within school) so that all children have the opportunity to be active.	Increase physical activity throughout the school day including break and lunchtimes Playleaders – encourage their development across the school	£1980	PE Co-Ordinator oversees activities and new equipment has helped engage more pupils in physical activities during break/lunchtime and behaviour has improved Playleaders have help engage the children in games and sport and act as positive role models.	Look at Active Maths to boost physical activity during the day. Alterations to class timetables to increase physical activity in an afternoon.
Children to understand the physical and mental benefits of being	Sports co-ordinator to educate least active pupils in the importance of		Targeted children accessing more physical activity	Increase offer for afterschool clubs (Little Musketeers) and



<p>physically active and where possible, barriers to participation broken down to encourage all children to lead a healthy lifestyle including the benefits of a balanced diet. Less active pupils – encourage attendance to after clubs</p>	<p>physical activity and a more healthy lifestyle. Interschool sports eg Kinball/rugby/fit for life alongside invitation to afterschool sports activities</p>			<p>look at healthy school award to promote awareness of the importance of a balanced diet. DT projects and science topics to support this</p>
<p>Raise the profile of sport across school</p>	<p>House Cup days/sports days Sports co-ordinator holds sports /house cup days during the year to encourage more activity Develop a team spirit and competitive hunger for physical achievement amongst all children. Awards for Playleaders who have promoted and worked hard to support the implementation of sports at lunchtimes. Children in the role as playleader wears special kit so that they are identifiable on the playground thus upping the profile. Opportunities for children who play sport outside of school to share their achievements in celebration assembly each week.</p>	<p>£250</p>	<p>A greater proportion of children (including those previously less active) accessing sporting opportunities and achievement for all  A greater proportion of children participating in afterschool clubs and joining sports clubs outside of school.</p>	<p>Sport leaders and visitors to school to promote sport. Personal achievements celebrated through rewards – PE trophy, recognition of achievements in competitions – teams such as netball/football so that school can be entered into interschool competitions.</p>

<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: %</p>
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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>PE Co-Ordinator continues to attend CPD training so they can provide and deliver activities and games according to pupil progress and development</p>	<p>Each year group receives half a day PE lesson. He oversees playleader activities/house cup competitions/sports days/upkeep of equipment</p>	<p>£7082</p>	<p>The profile of sport has been raised and a greater proportion of children now participate in afterschool clubs. The playleader award has encouraged the children involved to be more committed to the responsibility of their role.</p>	<p>PE Coordinator will provide CPD for all staff so that they are able to supplement our PE offer and increase activity through the school week. Create and update a notice board to promote sports events and local clubs</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:
PE coordinator to attend CPD and cluster meetings to keep up to date with any changes to curriculum offer.	PE Coordinator to keep staff informed with updates in PE curriculum. Disseminate knowledge at staff briefings.  Staff to support PE coordinator in arranging and coordination inter school events.		A greater number of staff involved in interschool events. Staff more informed, knowledgeable and able to assist at sporting events.	Staff to benefit from CPD opportunities so that extra sessions can take place during the school week and confidence to teach the subject increased.
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 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 children's knowledge and experience of a wider range of sporting activities.	Staff to arrange inter school competitions and activities.  Offer of a range of extra-curricular sports.  Playleaders trained to teach games to other children at lunchtimes.	£300	A greater number of staff involvement in sporting activities.  More children wanting to access extra-curricular sports offered.  More children being active at playtimes due to structured games taking place. Sports leadership	Survey to establish the sports children would like as extra-curricular. Upskill staff to deliver.  A greater number of children wanting to become a playleader. Order more

<p>Increase awareness of healthy eating.</p> <p>Provide opportunities for children who are least active to engage in sport and physical activities.</p>	<p>Promotion of healthy eating through science and DT</p> <p>Cookery club promoting healthy food choices led by member of staff.</p> <p>Identify those who are least active and take part in 'Change for Life'.</p>	<p>£200</p> <p>£200 (Transport)</p>	<p>amongst the children now has a higher profile.</p> <p>Children are aware of what foods are classed as healthy and those that are not.</p> <p>Most packed lunches brought into school reflect the healthy choices.</p> <p>Children who are less likely to take part in sport, enjoyed a day of physical activity in an environment without competition and have had a positive experience. All of the children could talk about the benefits of being active when reviewing the day.</p>	<p>uniforms for playleaders for the increased participants.</p> <p>Look at healthy schools award and how to promote further making good food choices.</p>
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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:
For a greater proportion of our children to access sport.	Employ a sports coach to deliver a range of additional extra-curricular clubs.		A broader range of sports on offer including multi-sport club, football, rugby.	
To increase the number of school teams taking part in competitive sport.	Encourage involvement of pupils in sport and to engage other pupils through sharing achievements during celebration assemblies.		To achieve Silver Sports Award that indicated high engagement in activities.	Continue to run a range of activities that appeal to all children and maintain the Silver Sports Award.

Signed off by	
Head Teacher:	<i>P Williams</i>
Date:	<i>26/5/20</i>
Subject Leader:	<i>O Lloyd</i>
Date:	<i>26/05/20</i>
Governor:	<i>B. Jones</i>
Date:	<i>26/5/20</i>