

# 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:
<ul style="list-style-type: none"> <li>Gold mark achieved for 4 consecutive years in recognition of achievements in</li> <li>Children engaged in 2 hours of high quality P.E. per week in addition to a wide range of extra-curricular activities up until COVID pandemic.</li> <li>Confidence and knowledge of staff is maintained by the use of high quality CPD and mentoring by a P.E. specialist.</li> <li>A broad curriculum is offered to all pupils in both P.E. lessons and within extra-curricular activities</li> <li>Children across the school are engaged in a large number of competitive opportunities. Children achieve well in competitions and commonly win or achieve in the top 3 places within both the cluster and wider county tournaments.</li> </ul>	<ul style="list-style-type: none"> <li>To maintain current standards.</li> <li>To improve the number of active minutes each day to 30 minutes and track the engagement of all children.</li> <li>To maintain standards of CPD during periods of staff turnover and increase the range and availability of CPD with the use of specialists.</li> <li>Continue to seek opportunities to provide additional enrichment for children including visits from local clubs and sports people.</li> <li>Continue to maintain standards of engagement and now seek more opportunities that allow children of a range of abilities to take part in festivals and competitions as well as those that perform to a higher standard than most.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p>	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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: 2019/20		Total fund allocated: £	Date Updated:	
<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:
				%
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:
Support modelling of learning and use technology based resources to deliver PE lessons	Purchase interactive whiteboards to allow for yoga sessions to be taught in the classroom	£6125	Children taking part in additional activity in school	
Year 6 Play leaders to implement and run a variety of sporting competitions (individual and team) during lunchtimes.	<p>Training to take place for new Year 6 Play Leaders in September 2019 by PE Leader.</p> <p>PE Leader to have regular meetings with play leaders and to collect their evidence of participation from registers.</p> <p>Play Leaders to have assembly slots to inform school of new competitions/tournaments.</p>	£1000 for cover across the year for PE leader and equipment for Play Leaders.	Children receive certificates and house points for participation that can be shared with class teachers and parents at home, encouraging participation in organised sports competitions at lunch times, adding to children's daily 30 minutes of activity.	<p>PE subject leader to continue to have meetings with Play Leaders to collect participation registers and vary activities according to interests.</p> <p>PE Leader to train new Play Leaders in September 2020.</p> <p>PE subject leader to have regular leadership time in order to track progress.</p>
<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:

				%
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:
Improve pupil's road safety awareness and active travel on the way to and from school.	Book and deliver 'Bikeability' training scheme to Year 5 pupils.	£0	All Year 5 pupils participated in 'Bikeability' course. 54 pupils qualified in level 2, all other children received a level 1 qualification, giving all pupils a basic understanding of road and cycling safety.  1 child in Year 6 who moved from a small island to the mainland qualified at level 2	Children become more independent and have the road safety skills to ride to secondary school in the future.  PE Leader to continue to track the number of children reaching Level 1 and Level 2 to ensure the majority of children have proficient skills.
Improve the performance of the PE leader and plan for the PE specialist moving on in her career through specialist Sports Leadership advice from Hampshire Inspection and Advisory Service	Book in visits and plan curriculum to meet needs of learners	£1400  + £600 cover	PE leader is confident in her role to make decisions around the curriculum and progression through the curriculum	Continue to consult through into the 2020-2021 academic year to ensure adequate coverage.



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:
A PE specialist provides planning, modelling and team teaching for all staff to improve confidence and subject knowledge.	Continue to review staff knowledge in each area to ensure that key areas for development are targeted and specific staff who have joined the school receive priority in support.	£7275	Teaching and learning is judged as good. Observational notes to reflect improvement in staff knowledge.  Review of staff by questionnaire's and discussions to track improvements and seek new opportunities for training.	The P.E. Suite used as a sustainable platform for staff to access to track their knowledge and understanding of each subject area.
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 ensure capacity to teach PE across the curriculum in light of the pandemic	Purchase of additional PE equipment in light of Co-vid for children to have individual equipment	£500	Pupils who attended school during lockdown had a range of PE activities that were COVID compliant.	Adapt the 2020-2021 curriculum to ensure COVID measures are in place both in the regular teaching of PE and the wider teaching of the subject

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:
To allow skills development so that entry can be made to competitive sport	LSA support to provide additional football training sessions at lunch time and after school for skills development  Additional club after school for football	£3510	Football club took part in matches against other schools	PE leader to lead after school clubs to train for leagues along with the support and expertise of other teachers across the school.