

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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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 2019:	Areas for further improvement and baseline evidence of need:
<p>Through an audit of equipment, old plastic equipment was either removed or added to our outside provision. New equipment was purchased so children have the correct equipment for rugby, cricket, tennis, and some athletic activities.</p> <p>Club provider was changed, different clubs were offered, and the uptake was positive.</p> <p>All pupils have been involved in different workshops to develop fitness and wellbeing. Positive feedback received.</p> <p>Children were given more PE opportunities to increase their physical participation time.</p>	<p>Further audit of Gymnastics equipment then purchase new and relevant items.</p> <p>Upskill members of staff so they are more confident in delivering all areas of the PE curriculum. Develop the quality of delivery of the curriculum to develop confidence, engagement, enjoyment and attainment for all pupils.</p> <p>Revise assessment opportunities to ensure progression of skills, consistency across school and the needs of all pupils are met.</p> <p>Develop a data tracker for school to show participation in clubs and activities and ensure this caters for a high percentage of the cohort.</p>

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>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.</p>	N/A – Infant School
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	N/A – Infant School
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A – Infant School

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?	N/A – Infant School
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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: £19570 + 7377 carry over (26947)		Date Updated: June 2020	
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?	
Active breaks and bursts to be developed in classrooms/outside and during continuous provision. (Foundation Stage children had poor balance, co-ordination and fine motor skills. KS1 children – poor balance and core strength.)	Role models to encourage and demonstrate. Balance boards, Build and Balance items purchased. Equipment to be used outside during continuous provision and lunchtimes. Activall Board and Stand purchased to be used at lunchtime and in school. Imoves package purchased to cover different aspects of PE, staff to use in the classroom to increase active participation, pilates included to develop children’s core strength. Year 2 – Daily mile.		£15552.93 (total for equipment bought including Activall) £2638.92 (board, stand and protection cover) £1000	Less issues at dinner playtime and during outside provision as children are busy. Less first aid cases as they develop their balance, coordination and agility. PE lessons better equipped and resourced. A wider variety of physical activity can be offered. PE lessons are more accessible for all.	
					Sustainability and suggested next steps:
					Each pupil spends longer being active each day. Pupil voice/Parental feedback
					PE lessons and activities will be supported to be good or better through the use of good organisation, storage and equipment.
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?	Sustainability and suggested next steps:
The children are competent and confident to take part in different areas of the PE curriculum. They have a good understanding of a healthy and active lifestyle.	The curriculum is broad and balanced with lots of cross curricular links. Whole school needs identified, developed and planned for - KidsFit	£380	Pupil Voice. Staff Voice. Photographic evidence.	Whole school attainment improves. School community understands the importance of high-quality PE.

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:
To offer a broad and balanced curriculum helping to raise achievement and attainment in PE. To use a sports coach to deliver quality sessions and work alongside class teachers to develop core strength	Buy correct resources to develop and deliver key skills (remove plastic) Imoves package purchased to give staff ideas and see how to develop key skills. To work in partnership with SPANN to ensure key elements are in place and effective. High quality teaching/coaching provided. Discussions with class teacher about skills and development. Provide plans for future reference.	£15552.93 (total) £1000 £1512 Autumn £1152 Spring (£1056 would have been summer)	To deliver high quality PE and activity a variety of resources were purchased.	Staff have a bank of ideas and can complete them at different times to deliver brain breaks and active bursts. Staff can observe and deliver sessions later. Children will become more active and have improved fitness and core strength.
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:

<p>Offer WOW days to all pupils</p> <p>Workshops for all pupils to take part in</p> <p>Alter clubs offered</p> <p>Additional achievements:</p>	<p>External professionals come into school to deliver high quality sessions.</p> <p>As above</p> <p>Positive engagement. Improved agility. Improved fitness. Wider variety of extra-curricular opportunities for children.</p>	<p>£2676.06</p>	<p>Children more involved and engaged.</p> <p>Photographic evidence</p>	<p>Children will be more inspired to continue playing a sport individually or in a team as they progress through school and onto the next stage of their education.</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:
SPANN Membership	PE lead to access the Infant Network Meetings to be kept up to date with competitions and events coming up.	£1000	More children are involved with the competitions being offered. Children and staff comments. Photographic evidence.	Continue to attend sports competitions and participate in festivals.
Total spent to date: £23272.99				
<p>Next steps: to audit and buy gymnastics equipment. To develop staff confidence to deliver quality PE sessions - INSET To compete in competitions and festivals. To track and identify pupils accessing provision and those that are not. Set up active sessions/sports for those not participating.</p>				

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

Created by:  association for
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