

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Ensure that the assessment of Physical Education is regular and consistent through a new assessment framework. • Improve the % of physical activity undertaken throughout the school day by improving the external grounds of the school. • 	<ul style="list-style-type: none"> • To ensure there is clear progression in the delivery of curriculum PE. • Improve the physical and mental wellbeing of the children and staff with increased participation in ASC. • Upskill children in healthy activity and cooking skills to ensure they have a deeper knowledge about healthy active lifestyles. •

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

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: 2020/21	Total fund allocated: £17.957.80	Date Updated: July 2020	Total fund used: £ 13,255.01
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?
Ensure the amount of time children are active throughout the day remains high.	Invest in a selection of bikes and scooters to use on the Multi purpose track.	£200	Sustainability: Next step :
Increase active transport to and from school.	Look into a reward based system to encourage active transport to school. Look at bike storage so that bikes, scooters and helmet can be safely kept on school site during the day.	£500	Sustainability: Next Step:
Increase the availability to the outside area.	Order and purchase welly storage for each class. With wellies in school all day everyday children can wear them to go on the wet field at playtime.	£600	

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:
<p>Deepen understanding of healthy life choices for older pupils in the school.</p> <p>Increase the knowledge of wellbeing practices across the whole school.</p> <p>Create a sporting display board to praise and encourage PESSPA</p>	<p>Introduce sugar smart programme to a KS2 class. The course allows pupils to become lead learners and develop a sugar smart school by supporting KS1 with their food and lifestyle choices.</p> <p>Signed up to the 401 foundation wellbeing school project. This is a proactive fundraising project that they children will undertake to raise money for a charity with the focus being on mental wellbeing.</p>	<p>£260 (roll over from 2019 year)</p> <p>£100</p>	<p>We intended to run this course however due to COVID-19 we were unable to.</p>	<p>Sustainability:</p>

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:
Support the ongoing use of outdoor learning during curriculum time.	Purchase of the year 1-6 outdoor national curriculum books for teachers to use in their planning.	£120		Sustainability: Next Step:
Continue to purchase a scheme for all teachers to follow to ensure consistency.	PE App "Striver" has been purchased for the next 3 academic years. It has a wide variety of lesson plans and healthy lessons as well as an assessment document.	£2000 (including VAT)		Sustainability: Next Step:
Staff Ipads for PE?	Look at funding additional PE Ipads so that assessments can happen straight away.	£?		Sustainability: Next Step:

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>Sign up to the Arena partnership to have access to alternative sports equipment.</p> <p>Provide balance ability to KS1 children to ensure that all children have the chance to learn to ride a bike, allowing them to access KS2 adventurous trips.</p> <p>Introduce level 1 and level 2 bike ability to the KS2 children to develop the cycling skills of all pupils.</p>	<p>Delivered to 12 children who were previous non riders.</p> <p>Level 1 to be completed by 12 children and level 2 to be completed by 18 year 5 pupils.</p>	<p>£550</p> <p>Part of our Arena membership</p> <p>Part of our Arena membership</p>	<p>Children reported enjoying the experience and want to use their bikes more at school.</p>	<p>Sustainability: With a strong link with a sport agency we can look at keeping children's interest current by changing the sports on offer regularly.</p> <p>Next Steps: Look at loaning equipment on ½ termly basis to provide wider more specialised sports in the curriculum.</p> <p>Sustainability: A life long skill has been gained and the children have a track they can practice on.</p>

<p>Employ an outside coaching agency to deliver a wide variety of sports clubs after school hours.</p> <p>Widen the activities available to the children.</p>	<p>Clubs include multi skills, football, basketball, badminton.</p> <p>Employ a specialist young persons, yoga instructor to ensure that children have access to 120 mins of PE a week. EYFS, KS1 and lower KS2 all impacted.</p>	<p>£900 (autumn 1)</p> <p>£900 Autumn 2?</p> <p>Arena - £3950?</p>		<p>Next Steps:</p> <p>Sustainability:</p> <p>Next Step:</p>

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:
Purchase an alternative sports day through the Arena sports partnership – encouraging a higher % of involvement with sports day. Children to participate in different sports in line with the Olympics due to the Olympic year. Take part in virtual competitions to ensure the children are exposed to safe competition.	This Olympic day was our intension however due to the closure of schools in March 2020 due to COVID-19 it was not run.	£405.00 roll over from last years cost. Free	NA	Sustainability: Re-organise this event in line with the rescheduled Olympics. Next Step: As above. Sustainability: Next Steps:

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

Date:	
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