

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>Visits to other schools, fixtures and entry to national competitions continued to be embedded within the culture of the school.</p> <p>New equipment has been well-received and used frequently. This has enhanced the PE curriculum and extracurricular programme we are able to provide.</p>	<p>Play areas developed onsite to establish healthy lifestyles and to expend energy during break and lunch time.</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>	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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?	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: £4000		Date Updated: 14/07/2020	
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: 100%
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?:	
We want to create a safe play area, converting the existing facilities to create a climbing wall and outdoor basketball hoops	Installation was delayed due to Covid 19. However, we are pleased to report that the equipment was installed over the summer holidays.		£4000	As the equipment was installed over the holidays we have not yet had the opportunity to measure its impact.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 0%
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>Fitness unit to become part of the 'Language' curriculum. All students to learn about healthy lifestyles and take part in battery of fitness tests.</p>	<p>Students went through 2 cycles of the fitness programme (x6 30 minute lessons on healthy lifestyles). Fitness tests were recorded twice with progress (or lack of) discussed with students.</p>	<p>£0</p>	<p>Students are more aware of the components of fitness and the various ways to measure them. They understand how some sports require different components compared with others.</p>	<p>Fitness to be combined with healthy living/food and nutrition on the Language curriculum next year.</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:
Train staff on Sports Leaders to encompass year 6 and Key Stage 4 Sports Leaders in the school	Year 6 have been able to take part in Sports Leaders sessions led by Key Stage 4 students in the school.	£0	The Key Stage 4 pupils have proven to be great role-models for the year 6s. They have something to aspire to and have been enabled to meet and compete with other schools due to the Sports Leaders programme.	Ensure Year 6 play an active role in the delivery of the Sports Leaders programme in the school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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 fully utilise equipment purchased with Sports Premium Funding last year.	An extra-curricular programme and Primary PE curriculum programme that includes new sports such as, volleyball, boccia, table-tennis, archery etc.	£0	The equipment has allowed students to experience a wider range of activities – this will help them find a sport/activity that they enjoy and can continue outside school and into adult life.	Continue to use and replenish stock of equipment for new and different sports.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Students have been able to compete in National competitions in swimming (with competitions also scheduled in Boccia, Bowling, and Athletics – but postponed due to pandemic).	COVID19 has affected this area considerably. We would like to continue the good work that has already been done with our students by working with providers such as Panathlon to provide competitive experiences for our students.	£0	Difficult to measure this year. Students that took part in the swimming competition and in small events against other schools have benefited from the experience.	Once restrictive measures have been lifted, we will re-establish a programme whereby our students regularly compete against other schools.