

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 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:
School teams started and competitions throughout league entered. 30 minutes active focus PE work started. PE coach providing dinner time provision and after school clubs.	Ensuring all children are exercising daily Improving the quality of PE offered so enjoyment is enhanced Increasing involvement in formal sports. All pupils to access 2 hours high quality PE every week. Focussed provision through coaches, and through improved resources. Lunchtime clubs supported by mini-leaders run by PE Coaches Range of formal sports clubs

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? 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.	24%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	24%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	6 %
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 due to Covid. £1000 due to be spent on targeted children.

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: £21000	Date Updated: September 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?:	Sustainability and suggested next steps:
Qualified sports coaches to provide quality/range of sporting lunchtime activities.	Two coaches to run two sessions during lunchtime.	£13,200	All pupils active every day. For target 30minutes. Clubs are full and there is a culture of 'opting in' to things. Pupils expectations are high. Pupils' concentration and coordination are improved. Achieved	Continue next year due to the success of focused PE activities at dinner time
P.E. and Sport Premium co-ordinator to: Monitor and track children's participation in sporting activities, during and after school (including weekend clubs). <ul style="list-style-type: none"> Tailor provision of clubs is for maximum involvement with levels of attendance across different groups (e.g. pupil premium) monitored to plan future provision. Work towards recognition in the School Games Mark 	Variety of lunchtime/after school clubs run by staff or outside agencies that cater to children's interests (active clubs). School clubs to include: Football Cricket Netball Eco Year 4 teacher to be provided with support and training in Playground Leaders and Buddies. Teacher to ensure		All pupils active every day. For target 30minutes. Clubs are full and there is a culture of 'opting in' to things. Lunch clubs ran in bubbles due to Covid. After school clubs did not take place due to Covid. Pupils have increased self-esteem and confidence. Young Leaders benefit from the experience of planning, organising and delivering a range of sports to a	Review clubs provision and clubs to be provided after school from October Playground buddies training to be booked and leader to focus on this from September

	provision and participation from dinner ladies is occurring as expected		diverse range of children. They became more confident in their own leadership qualities Did not take place due to Covid	
	Year 5 pupils trained as Play Leaders to run and organise sporting games for break and lunchtime.	£7000	Younger pupils looked up to older pupils as role models, aspiring to be a Mini Leader or representative of a school sports team Did not take place due to Covid	Playground buddies training to be booked and leader to focus on this from September
	Order new items and replenish broken playground equipment to encourage range of sporting activities available for each year group at lunchtimes.		Activities are well organised by the PE Coordinator and supported by Young Sports leaders	Audit to see if provision is missing any 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:
Participation in sport and physical activity as a part of a healthy lifestyle to be understood and practised by children and staff Aims	Recognise sporting achievements during phase assemblies every Friday to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. Maintain and update the sports notice		Pupils are very proud to be involved in assemblies/have photos on notice boards etc. This is building confidence and self-esteem in sporting capability. It also encourages others to continue to work hard at sports that they enjoy	Sports assemblies to take place once a term

<p>To promote healthy lifestyle choices</p> <p>To inspire achievement in sport at any level</p> <p>To ensure all children are proficient in the fundamentals of sport</p> <p>To provide opportunities for children to develop skills so they can play a variety of sports</p> <p>To provide the children with self-esteem, confidence and self-belief</p>	<p>boards in the School Hall to raise the profile of PE and Sport for all children, parents and visitors. Include match results, and links to local clubs to encourage extra-curricular sporting activity.</p> <p>Boards regularly updated. Images of the Sports Committee are up and are signposted as 'people to talk to' in regards to extra-curricular clubs both in and out of school (in guidelines to GDPR).</p> <p>Sporting achievements in inter and intra-school tournaments also celebrated on display board.</p>		<p>doing. A big focus on effort and 'team player'</p> <p>PE board created to recognise achievement, assemblies did not take place due to Covid</p> <p>Parents/Carers are regularly updated with sporting achievements and notices on new and existing clubs through newsletters, and the wider community updated through 'tweets' - raising the profile of sport e.g. higher attendance at after school clubs, showing support for the school teams.</p>	<p>Recognition to occur more regularly through twitter and newsletter</p>
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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>Additional achievements:</p> <p>The school aims to embed sports leadership in school, ensuring it became key in supporting and developing opportunities for pupils to be healthy, active and competitive. The school aims to increase the offer to pupils to take part in physical activity.</p>	<p>School fund more extra-curricular clubs and coaching to encourage greater pupil participation in a range of sports.</p> <p>School-funded clubs on offer this year:</p> <ul style="list-style-type: none"> - Gymnastics Club - Football Club (Girls and boys) - Street dance - Netball Club <p>Use Pupil Survey to see what clubs pupils are enjoying or would want in addition to existing clubs. Increase participation in sport by running additional extra-curricular clubs</p>		<p>100% of pupils are engaged in the house competitions</p> <p>More children have joined after school clubs</p> <p>Pupils taking part have developed their skills in a range of sports they may not otherwise have tried and seen their self-esteem and confidence grow</p> <p>All pupils engage with lunchtime activities across the school week</p> <p>Lunchtime behaviour has improved and goes well without many incidents</p> <p>Sports Leaders are role models around school, promoting health, wellbeing and the benefits of physical activity</p> <p>Increased participation in sports clubs, active lunchtime activities and competitive house sport</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:
<p>Ensure every pupil, by the time they leave Year 6, have had the opportunity to represent the school in a sporting activity</p> <p>Aims: Attending more festivals and competitions and ensuring all pupils represent the school Competitions and festivals are held during the school day After school sports club every night with clubs relating to the competition calendar. Taking pupils to appropriate events to allow them to thrive, such as a specialist SEN tournament</p>	<p>Attend and compete in fixtures and tournaments organised</p> <p>P.E. co-ordinator with support of staff to ensure the school calendar encourages intra-school (house) competition</p> <p>Hold a School Games Day where all KS2 classes can compete in a range of sports.</p> <p>School calendar to include termly intra school competitions</p>		<p>Celebration of all participation achievements within school</p> <p>Pupils skills improved through the experience and some developed an interest in a new activity</p> <p>The events have been used to ensure that pupils know they must behave otherwise they don't get to attend (Respect, Ready, Safe)</p> <p>Impact restricted due to Covid</p>	

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

Date:	
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