

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:
<p>New out door area built – 2 x inset trampolines, 1 x outdoor swing and 1 x shed Balance bike sessions for keystage 1, 2 and early years pupils in the Autumn term 2019 5 x balance bikes and helmets purchased 5 x scooters purchased – mini (keystage 1/EYFS) Maxi (Key stage 2) Continued development of the Music & Movement resource trolley Replacement Trampettes Fully inclusive sports day held in the summer term 2019 PMLD pupils attending weekly ‘splash’ sessions GLD dance event held and hosted by Acorns School – key stage 1 Trampoline sessions for ASD & PMLD groups Summer Term 2019 Rugby tots Summer 2019 2 x groups for 10 week period Rugby Tots Autumn Term 2020 2 x groups for 10 week period Visits to SPACE for our PMLD groups Outdoor & adventurous Activity Day at Hottersall lodge for Year 6 pupils – Summer term 2019</p>	<p>Additional equipment for our outdoor area – based on needs of pupils following professional discussions with colleagues about what is appropriate physical activity.</p> <p>Outdoor and Adventurous days for our Key Stage 2 pupils to experience challenge/risk at an appropriate level delivered by specialists – Hottersall Lodge</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? 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>	<p>% The children did not swim this academic year due to COVID 19. Swimming would usually take place in the summer term</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>See above</p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	See above
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: £		Date Updated: July 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		80%
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:
Increased opportunities to be more physically active throughout the school day	Build an outdoor area Introduce more 'active' sessions into the school day Increased number of hall sessions for classes		£26,000	More pupils are accessing physical activity throughout the school day – break times – scooters, bikes, daily run, use of our outdoor active area.	Timetabled slots for all classes to access resources Additional equipment to be added
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		5%
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 give children opportunities to learn about and try different sports through 'clubs'	Run a 'sports' club each half term Purchase new Kurling set for use in school and competition	£500	Year 6 pupils to join a kin ball club, learn a new sport and develop skills linked to the game	Offer kin ball as a club option yearly – other age groups
To provide children more resources and activities to keep them physically active	Have balance bike sessions – KS1/EYFS	£1000	Children got the opportunity to learn a new skill. Some 'had a go' Now we use these bikes daily, even use on our outings to the park with some children. Developing balance and co ordination, providing challenge for some. Improved levels of physical activity during break times.	Purchase balance bikes & scooters
To provide opportunities for involvement in sporting activities	Rugby Tots – across school 2x terms Trampoline groups – ASD & PMLD sessions – Autumn 2019			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	5%
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 have an alternative PE curriculum for pupils who struggle to access the more 'mainstream' sessions – Experiential sessions with focus on attention, co operation and involvement whilst working on skills	Create a resource bank for delivery of "experiential" PE sessions for pupils who struggle to access ore formal sessions	£1000	More involvement in PE lessons for some pupils, more time spent moving and participating in sessions.	I will continue to create a bank of resources and sessions to be used for different groups of pupils. Class teachers to ensure pupils work on developing skills based on individual assessments.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	5%
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:
Additional achievements: Introduce "Kin Ball " to school, allowing pupils to experience new equipment and certain aspects of the game. Provide opportunities to experience different sports through an inclusive sports day – Olympic theme	Purchase kin ball set for school use Lead 'Club' on a Friday to introduce the sport, train colleagues on delivery Purchase resources to deliver activities – basketball, tennis, kurling, football – specialist equipment for inclusive sports	£500 £600	Pupils responded very positively, all feedback was fantastic. Fully inclusive game, children developed skills and learnt a new game. We now have another school sport for opportunities for inter school competition ALL pupils experience a range of sports with suitable/appropriate challenge for their individual need	Allocate time for this club to continue and open it up to more pupils – mixed ages. Sports days will continue annually – providing inclusive opportunities for ALL children to participate in a range of sporting activities and sports

			– Brilliant parental feedback/involvement from this sports day.	as part of a team – class or mixed. Interschool comp
--	--	--	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	5%
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:
All classes to incorporate an element of competition in their PE delivery.	Following discussion with class teachers I feel we will achieve this target through delivery of our “fundamental skills” sessions and games. The competition will be adapted to suit the ability groups throughout the school.	£1000	How to be part of a team Working together Attack and defense skills Accuracy with throwing/aiming for targets	We will continue to use this method as good & best practice throughout school. Next steps: 1 club session each term for an inter school competition (KS 1/KS2)

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	July 2020
Governor:	
Date:	