

# 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](http://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 **31<sup>st</sup> 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:
<ul style="list-style-type: none"> <li>We entered 20 sporting events offered through CASP package, plus 7 additional events organised independently.</li> <li>We successfully progressed to 5 Kent School Games Finals, plus 3 District Primary Tennis Finals and 1 tri-counties event (hockey).</li> <li>We have (for the first time) been awarded Platinum for the School Games Mark and this is continues for 2 years.</li> <li>We have worked collaboratively with: Sadie Bristow foundation, Bridge Tennis Club, St Lawrence and Highland Court Cricket club, Dance Extreme, Canterbury Rugby Club, Canterbury Christchurch University, Little Yoga Club, Pace Sports and Simon Langton Girls. In addition to this, we actively encourage our pupils to attend local community sports clubs.</li> <li>Effective use of newly-employed sports apprentice across the school – organises and delivers lunchtime activities, supports in PE lessons across the school and attends all sporting events/competitions.</li> <li>We have continued to offer a broad range of extra-curricular (after-school and lunchtime clubs) utilising teaching staff and outside agencies.</li> <li>Regular Sports Posts (x 6) have been uploaded to the school website to communicate and promote PE in the school. ParentMail is now consistently used to contact parents regarding sports events.</li> <li>Observations undertaken for 3 different teachers and team teaching used to support individual and sequences of lessons. CASP Gym teacher used to support planning and delivery for Year 2 PE. Staff actively seek help from PE Leaders with regard to planning lessons or clubs.</li> <li>CASP Leader supported the school through training of Sports Leaders.</li> <li>G&amp;T children are identified and directed towards further opportunities to excel: Sadie Bristow Tennis club and competitions, District football</li> </ul>	<p><b>To continue:</b></p> <ul style="list-style-type: none"> <li>To have successful community links in respect of sports</li> <li>To offer a broad range of extra-curricular sporting activities</li> <li>To develop the quality of teaching and learning of PE across the school through monitoring and assessment</li> <li>To identify and support sporting excellence within the school (G&amp;T)</li> <li>To support Sadie Bristow Foundation in their delivery of tennis and athletics modules.</li> </ul> <p><b>In Addition:</b></p> <ul style="list-style-type: none"> <li>To enter all of the competitions offered through the CASP package</li> <li>To achieve progression into Kent School Games Finals in as many events as possible</li> <li>To apply for and be awarded Platinum in the School Games Mark</li> <li>To develop the PE domain on the school website to communicate even more effectively</li> <li>To introduce an efficient assessment procedure for PE across the school</li> <li>To ensure the smooth running of the PE curriculum/overview (time management)</li> </ul>

<p>trials, Sportshall Athletics (first time for a child to be selected for Kent squad), CASP sports awards evening and end of year sports awards (Year 6).</p> <ul style="list-style-type: none"> <li>Two new minibuses utilised to a great extent for all year groups. This has helped the school enormously through both cost and organisation, resulting in increased participation of sporting events.</li> <li>Mile Run continued throughout the year and more year groups have engaged in this.</li> </ul>	
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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><b>N.B.</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>	78.3%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

## 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: £19,612.00	Date Updated: 26.11.2019		
<b>Key indicator 1:</b> 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:
<ul style="list-style-type: none"> <li><b>Local Clubs and Coaches to run school curriculum time sessions and extra curricula after school clubs:</b></li> </ul> <p>This helps support the children get a variety of different sports but also the chance to develop these skills at school and then join local clubs. More importantly, creating a love of sport and setting them up for healthy lifestyles where children enjoy being activity for prolonged periods each day.</p>	<ul style="list-style-type: none"> <li>Children will get specialist coaching in curriculum time and after school clubs from local clubs and coaches. Outside coaches include – Cricket, multi-skills, golf and tennis, Rugby. Local links to include – Canterbury Hockey Club, Bridge Tennis Club, Canterbury Rugby Club, Canterbury Golf Club, Canterbury Cricket Club, Highland Court cricket club, Polo Farm Tennis.</li> </ul>	£1,000.00		
<ul style="list-style-type: none"> <li><b>Sports Apprentice:</b></li> </ul>	<ul style="list-style-type: none"> <li>Assist teachers with the running of PE lessons PE lessons</li> </ul>	£6,249.00		



	<ul style="list-style-type: none"> <li>Lead PE activities and games during lunch times every day to engage the children in the recommended 30 minutes of physical activity per day</li> <li>Assist teachers with sporting events</li> </ul>			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
<ul style="list-style-type: none"> <li><b>To ensure children engage in high quality PE (dance):</b></li> </ul> Children to be inspired by and engaged in high quality dance within the school.	<ul style="list-style-type: none"> <li>Dance specialist to plan, deliver and assess dance within the whole school.</li> <li>Raise the standard of dance and give the children opportunities to create performances for festivals, competitions and school shows.</li> <li>All year groups (KS1 &amp; KS2) will get block of 6 lessons (1 session per week for 6 weeks) during a term in the academic year.</li> </ul>	£2,800 40 weeks 1 term per year group		

<ul style="list-style-type: none"> <li>• <b>HLTA PE Subject Specialist/lead:</b></li> </ul> <p>Support Subject leader to ensure school sport, PE and physical activity is a whole school approach that will have great outcomes in lessons and consistency throughout the school.</p>	<ul style="list-style-type: none"> <li>• To support with administration of sporting events including letters, transport etc.</li> <li>• To deliver high quality PE across a range of year groups.</li> <li>• To work with and develop the teaching of PE in year groups across the school. Through supporting in planning, observing and offering feedback of teaching and team teaching with year group staff.</li> </ul>	£5,000.00 (in the past)		
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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:
<ul style="list-style-type: none"> <li><b>PE planning:</b> Ensure there is parity across the whole school with PE planning to ensure lessons being taught are of a high standard and are closely linked with the national curriculum aims for PE. Furthermore, to enable staff to track pupil progress in PE more effectively, this in turn will help inform planning and allow teachers to support or challenge children where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase Greenacre Primary School Sports Scheme of Work</li> </ul>	£1,000.00		
<ul style="list-style-type: none"> <li><b>Staff access to Local Tennis Club courts:</b> Offer all staff the opportunity to play and experience a competitive sport to develop: a greater understanding of sports; knowledge of sports and an increase in skills. Also to raise the profile of PESSPA throughout the staff team which will then be disseminated throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>Book evening court slot at local tennis club (1 per week).</li> </ul>	£200.00		



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:
<ul style="list-style-type: none"> <li><b>Outdoor Education and Adventurous Activities</b> To offer children the opportunity to participate in and experience a sporting/physical activity that enriches their PE experience at school and gives children the chance to 'try something new'.</li> </ul>	<ul style="list-style-type: none"> <li>To pay some of the cost so that all year 4 pupils can participate in a Kayaking course.</li> </ul>	£200.00		
<ul style="list-style-type: none"> <li><b>Yoga taught during curriculum time:</b> To provide children with alternative physical activity that is not competitive and engage children who are less likely to enjoy PE</li> </ul>	<ul style="list-style-type: none"> <li>Provide a class set of Yoga mats and eye pillows</li> </ul>	£200.00		
<ul style="list-style-type: none"> <li><b>Bikeability:</b> To provide children with the opportunity to learn cycling proficiency to enable children to use bicycles as a mode of transport safely and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Support parents with the cost of Bikeability</li> <li>Arrange/book Bikeability for Year 6 pupils</li> </ul>	£600.00		



<ul style="list-style-type: none"> <li>• <b>Transport:</b> Enables more of our children to participate in Level 2/3 competitive events.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable more children to participate in Level 2 &amp; 3 competitions.</li> <li>• The whole school aim is to give <b>every child</b> the opportunity to represent the school in a sporting competition which means entering more teams in events resulting in the use of more transport.</li> </ul>	£4,500.00		
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	