

# 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>The engagement and participation of all pupils in regular physical activity promoting healthy active lifestyles. 98% regular participation in lessons, this was 98% last year also</li> <li>Broader experience of a range of sports and activities offered to ALL pupils including athletics, basketball and orienteering. Staff training/team teaching increased to support RQTs.</li> <li>Increased participation in competitions especially in football, netball and cricket</li> <li>Couch to 5k with the children as an after school club and the daily mile embedded in KS2</li> <li>Higher % of children swim competently, confidently and proficiently over a distance of at least 25 metres than the national average</li> </ul>	<ul style="list-style-type: none"> <li><b>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</b> Continue to have high expectations and focus on the daily mile and supermovers to get all pupils undertaking at least 15 minutes of additional activity per day. Feel good Friday will also focus on physical and mental well-being on a weekly basis.</li> <li><b>Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</b> School will be actively working towards the PE quality mark.</li> <li><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b> Continue to team teach with and coach with NQT/RQT staff. School will be actively working towards the PE quality mark.</li> <li><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b> Continue to offer enhanced provision for swimming and after school clubs.</li> <li><b>Key indicator 5: Increased participation in competitive sport-</b> continue to take part in a range of competitions</li> </ul> <p><b>**COVID-19 SCHOOL CLOSURES HAVE IMPACTED ON MANY PLANS THIS YEAR**</b></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><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>	82%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
<p>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?</p> <p>To ensure all existing swimmers increase their attainment by 10m thus increasing their confidence in the water</p> <p>85% of children to meet national requirements in Year 6.</p> <p>To ensure that all pupils can perform self- rescue over a varied distance so they are confident and safe in the water</p>	<p>Yes/No</p> <p><b>**COVID-19 SCHOOL CLOSURES HAVE IMPACTED ON MANY PLANS THIS YEAR**</b></p>

## 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:	
<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	
Continue to have high expectations and focus on the daily mile and supermovers to get all pupils undertaking at least 15 minutes of additional activity per day.	Monitor daily mile expectations to ensure the % of chn running increases.	Funding allocated:	<p>ALL pupils involved in 15 minutes of additional activity every day.</p> <ul style="list-style-type: none"> <li>100% pupils benefiting from early morning wake and shake bitesize classroom-based fitness drills.</li> <li>Popularity of programme has resulted in pupils also exercising during wet playtimes/lunchtimes and occasionally after lunch.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>Pupils are more active in P.E lessons - taking part without stopping to rest so much.</li> <li>Attitudes to learning are improved - better concentration in lessons</li> </ul> <p>ALL pupils involved in 15 minutes of additional activity every day</p>	<p>Sustainability and suggested next steps:</p> <p>Supermovers further embedded in school day. Daily mile firmly embedded in school day.</p> <p>Programme will continue to prove beneficial to pupils for the following reasons:</p> <ul style="list-style-type: none"> <li>Calming influence upon pupils that prepares for subsequent class work by way of enhanced concentration and application</li> <li>Improved self-esteem</li> <li>Enhanced enjoyment of physical activity.</li> </ul>



Embedding physical activity into the school day through active travel to and from school, active playgrounds and active teaching	<p>Audit equipment and usage in KS2 playground. Monitor timetables for usage. Track how children travel to school. Autumn relaunch of WOW WALK TO SCHOOL for the whole school. Meet with Public Health officers re funding to encourage cycling to school.</p> <ul style="list-style-type: none"> <li>• Register on line for Travel Tracker</li> <li>• Conduct a simple baseline survey</li> <li>• Deliver a launch assembly</li> <li>• set up on travel tracker</li> <li>• Children state earning badges</li> </ul> <p><b><u>Fit for kids school</u></b></p> <p>Programme invited into school. With an overarching aim to promote the engagement of all the children in the activities.</p> <p><b><u>Feel good Friday</u></b></p> <p>Whole school weekly initiative to raise the profile of physical, mental well-being. Sharp focus on healthy minds and bodies through lessons, assemblies and people who inspire us.</p>		<p>Children will have regular access to equipment at lunch and break times and are able to play games using the playground markings to be active. Children will receive badges</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>-Pupils are more active in PE lessons and take part without stopping to rest, this will be determined when children start school in Sept 20 as a baseline. Lessons will be monitored</li> <li>-Standards in PE are improving with 95% meeting end of KS attainment targets</li> <li>-Attitudes to learning improved with better concentration in lessons</li> <li>-More children walk to school based upon a baseline assessment in Sept 20</li> <li>- Children bring healthier lunchboxes into school</li> <li>- FGF to highlight to children the importance of being active and being healthy.</li> </ul>	<p>Children in both key stages will access to a wider range of equipment and use the playground marking effectively and independently to be active.</p> <p>Building a greater understanding of the benefits of exercise and a healthy lifestyle with more children walking to school and eating healthier including school lunchboxes. Feel good Friday will support this initiative.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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Intent	Implementation		Impact	
Continue to develop capacity for Forest School and GV activity passport provision to provide opportunities for healthy and active lifestyles as well as promoting importance of mental health and wellbeing.	Teaching Assistants to assist and support in running of Forest school in order to build capacity for future.	Funding allocated:	See separate Forest School impact report which takes in to account parent and pupil voice. Children have a wide range of opportunities to apply different life skills in school. <b>**COVID-19 SCHOOL CLOSURES HAVE IMPACTED ON MANY PLANS THIS YEAR**</b>	Sustainability and suggested next steps: More staff will be aware and be able to support the forest school provision so more children will be able to access the programme each year. All children from Pre-school to Year 6 to have regular Forest School sessions, The GV activity passport moves and builds on life skills throughout the years.
Sports Assembly ran termly – profile of PE, School Sport & Physical Activity and children's achievements are shared with all children/staff and parents are invited to join us to celebrate in school/outside of school achievements.	Order certificates for assembly. Organise the timetable of sports assemblies to raise profile.		Photographs & Certificates. Using the core values of the school children are awarded trophies in each class. <b>**COVID-19 SCHOOL CLOSURES HAVE IMPACTED ON MANY PLANS THIS YEAR**</b>	Encourages and inspires children to be more active and to take part in events in and out of school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff.</p> <p>Continue to build capacity or capability within school, to ensure improvements benefit pupils joining in future years</p> <p>Achieve the PE quality Mark</p>	<p>School to audit and reflect upon the experience of staff and timetable training sessions/team teaching with the designated PE lead (EW)</p> <p>Internal specialist PE will support curriculum development in PE.</p> <p>As a staff actively work towards achieving the quality mark in PE.</p>		<p>Understanding primary school physical education.</p> <p>Principles of pedagogy in primary school physical education.</p> <p>Planning for continuity and progression in primary school physical education.</p> <p>Using assessment to impact on learning and progress in primary school physical education.</p> <p>Good and outstanding features of teaching primary school education.</p>	<p>A sustainable legacy which will impact on children and young people.</p> <p>Sustainable professional development.</p> <p>Addresses high standards of teaching and learning, and will create additional positive impact upon our school development plan outcomes</p>
<p>Providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across school during lessons and breaktimes.</p>	<p>Team teaching is encouraged to enhance and develop the skills and knowledge of our teachers</p> <p>Lunchtime supervisor training (2hours) &amp; follow up implementation Sessions</p> <p>EW to attend relevant training for her own CPD including Dance desk</p>		<p>Increased staff confidence and ability to teach high quality P.E. lessons, this will be monitored through a staff questionnaire.</p> <p>Increased staff knowledge of leading lunchtime activities and clubs.</p>	<p>Increased staff confidence and ability to teach high quality P.E. lessons. Increased staff knowledge of leading lunchtime activities and clubs.</p>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Supporting and involving the least active children by providing targeted activities and running or extending school sports clubs and after school clubs. Ensure disadvantaged children have equality of opportunity.	Plan a timetable of activities, audit least active children and disadvantaged pupils. Work with families to encourage attendance at sports clubs.	Funding	A wider range of extra-curricular clubs on offer. E.g. Rugby, hockey, tennis, gymnastics, coach to 5K and basketball, cricket lead by school staff. More staff involved and feel confident teaching a wider range of sports PE lead to share expertise by running after school clubs Increased % of children attending clubs and the creation of new clubs to give children wider opportunities. Targeted pupils especially least active to attend extracurricular classes. <b>**COVID-19 SCHOOL CLOSURES HAVE IMPACTED ON MANY PLANS THIS YEAR**</b>	Staff will work together and share practice which will lead to better confidence and more staff keen to get involved to ensure the extracurricular clubs will continue and thrive.
<b>Additional achievements</b> <b>Swimming</b> <b>Funding £6242- 32%</b> To ensure all existing swimmers increase their attainment by 10m thus increasing their confidence in the water 85% of children to meet national requirements in Year 6.	All children to have weekly swimming lessons from reception to Year 6 To utilise the coach based at the swimming pool to work alongside teachers Train an additional swimming instructor so school are in a	£5492         £750	85% of pupils can swim 25 metres at Year 6 Evidence of pupils in lower year groups being able to swim 25 metres 75% of children able to swim over 50 metres 85% of pupils can perform safe	Governors have agreed to ensure that they will ring fence funding to ensure the maximum amount of pupils leave the school being able to swim 25 metres. The teachers will work together to ensure all staff involved are confident and

To ensure that all pupils can perform self- rescue over a varied distance so they are confident and safe in the water	position to offer after school and holiday swimming clubs		rescue	secure in swimming expectations and practices.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
To continue to provide additional competitive sports identified by pupils survey in order to engage more pupils.	Staff member to lead practices after school. Arrange/take part in local competitions	Funding:	<p>Number of children participating in clubs increased especially targeted children.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>Improved standards in invasion games in curriculum time</p> <p>More girls are keen to take part in after school sports clubs.</p> <p>Greater interest in a wider range of sports to engage pupils</p> <p><b>**COVID-19 SCHOOL CLOSURES HAVE IMPACTED ON MANY PLANS THIS YEAR**</b></p>	<p>Sustainability and next steps</p> <p>Member of staff to take charge of the competition teams</p> <p>Level 2 FA coaching course</p>

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