

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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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:
<ul style="list-style-type: none"> • Increased participation in lunchtime sports clubs • Increased participation in after-school sports clubs • More children attending external sports clubs • 95% of children said sports provision had improved • Introduction of a more progressive teaching plan, both over the course of the year and between year groups • Development of new PE coach within staff team • Continued provision of quality PE coaching during lockdown 	<ul style="list-style-type: none"> • Ensure quality PE lessons are taught safely within Covid restrictions and procedures • Introduction of KS1 lunchtime sports clubs • Introduce assessment of children’s attainment in PE • Appoint and develop a new PE coach through coaching program • Incorporate school values and British values more explicitly into PE

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.	% Not assessed due to school closure
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% Not assessed due to school closure
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% Not assessed due to school closure
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?	Yes – this provides transport to the swimming pool

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: £ £18,792.00		Date Updated: Sept 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: 76%
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:
Provide quality weekly PE lessons for all pupils and develop staff in their PE teaching Increase participation in sports clubs	Fund specialised sports coaches to lead PE lessons for every class each week, developing staff skills and confidence in teaching PE Increase the range of sports clubs on offer; offer sports clubs at lunch time as well as after school	£14,305 Sports Coaches	Over 100 children per term take part in daily lunchtime sports clubs provided by sports coaches An increased take-up in after-school sports clubs such as dodgeball with over 40 children in 2 clubs Participation in external sports clubs increased Pupil Voice showed that 95% of children thought PE provision and clubs had improved in the past 2 years	Start Key Stage 1 lunchtime sports clubs Develop role of sports coach through coaching and mentoring programme	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 9%

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>Develop quality of PE lessons through improved resourcing</p> <p>Improve active play for pupils at break and lunch times</p>	<p>Audit current sports equipment and lunchtime active play resources</p> <p>Improve provision by buying new equipment</p>	<p>£693.48 and £937.60 (PP) New Sports Equipment</p>	<p>Pupil Voice showed that 95% of children thought PE provision and clubs had improved in the past 2 years</p> <p>Pupil Voice and playground observations that more children participate in active play with adults leading games</p>	<p>Develop role of sports coach through coaching and mentoring programme.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Improve staff skills and confidence in PE Improve teaching and learning of sports coaches	Coaching of staff through role of specialist sports coaches Observations and mentoring by Deputy Head Teacher	See KI1	Staff confident in leading PE during interim period	Develop role of sports coach through coaching and mentoring programme Further develop staff in teaching during restrictions due to Covid
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
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:
For children to participate in a range of physical and sporting activities outside the usual provision within the curriculum	Organise external providers to develop children's experiences of different sports and physical activities such as dance, drama and swimming	£1350 Show-Off Dance Provision £158.57 Dance Workshops £760 Transport to	Pupils enjoyed a range of activities and sports outside the main curriculum offer; pupil voices showed that children enjoyed these experiences Children who came into school during lockdown were provided quality daily PE sessions through sports coach or Chelsea FC	Continue Show-off dance provision within Covid restrictions

		Swimming £345.52 Blue Box “Stories and More” Drama and Dance Workshops £205.80 Other workshops	teaching program	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				<1%
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:
For more children to participate in competitive sports events both in and outside of school	Arrange participation in local sports events Organise 'house' competitive sports events	£25 Salisbury Plain Games Subscription	Children competed in football and cross-country competitions outside of school for both boys and girls <i>Many events did not take place due to school closure and subsequent restrictions</i>	Explore possibility of virtual events and events within bubbles in school Sponsored run

Signed off by	
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