

# 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

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:
<p>Member of Schools Sports Partnership: children participate in sports &amp; games festivals with other local schools.</p> <p>Children receive 2 hours of quality PE a week within the curriculum</p> <p>Wide range of different sports and clubs offered.</p> <p>Increased participation in competitive sport</p> <p>Mile a Day introduced into the school day</p>	<p>Playtime activities and equipment</p> <p>Inter school sport competition</p> <p>Mindfulness learning</p> <p>Outdoor learning</p> <p>Gaining YST award</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>	53%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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?	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: £16,700	Date Updated: 25/07/2020	
<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: £12050 72.2%
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:
Every child should be provided with a high quality, broad balanced PE curriculum to develop a healthy lifestyle and an engagement in physical activities for life	<p>All pupils to receive at least 2 hours quality PE a week. A qualified external sports coach will aid with the teaching, alongside other sessions provided by qualified teachers.</p> <p>Additional Sports equipment to be purchased to ensure a range of sports can be taught effectively.</p> <p>Playground / field markings</p> <p>Playground and Hall maintenance &amp; repair</p> <p>Introduce the daily mile at the start of the day for the whole school.</p>	<p>The Elms £4000</p> <p>£1500</p> <p>£1500</p> <p>£700</p>	<p>All children are more actively engaged in sports sessions, during allocated time. There is a greater interest in the sports available, with more children interested in trying new activities.</p> <p>Children are more focussed at the start of the day and fitness</p>	<p>Continue to use sports coaches to enhance the curriculum. Consider the variation of sports available due to our mixed age groups, may be use a two year programme to ensure wider coverage of a range of activities for sustained periods.</p> <p>Focus in September on building fitness up for children that have not attended school since March 2020. Investigate introducing of Yoga for children into the curriculum.</p> <p>Continue the daily mile and look at ways to enhance</p>

<p>Increase purposeful, physical activity at breaktimes.</p> <p>Encourage more involvement in extracurricular clubs</p> <p>Increase participation in school swimming</p>	<p>LSA to attend positive play training.</p> <p>Purchase additional playtime equipment.</p> <p>Continue to offer a wide range of sports clubs.</p> <p>Increase sports clubs available after school.</p> <p>Use the sports coach from The Elms to support a lunchtime club</p> <p>Ensure all children in Year 3 and 4 participate in school swimming across the year.</p>	<p>£50</p> <p>£900</p> <p></p> <p>£3400</p>	<p>has improved.</p> <p>Increased playtime activity and focussed play, which has decreased opportunities for problems on the playground.</p> <p>Sports clubs have been popular and the variety has worked well.</p> <p>There has been a high level of individual participation in swimming this year, with good progress made.</p>	<p>further, by introducing challenges within the mile eg personal bests, inter house competitions</p> <p>Introduce a Positive Play lunchtime club (can include identified pupils) supported by mini sports leaders.</p> <p>Consider more free clubs where children can explore sports and develop skills. Rotate clubs for different age groups.</p> <p>Consider introducing more lunch time sporting clubs.</p> <p>Identify children at the end of year 4 that are not reaching swimming requirements and consider continuing the programme for them.</p>
<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:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>To raise the profile of sport in school</p>	<p>Provide updates on sporting activities in the school newsletters.</p> <p>Celebrate team and individual achievements from school activities in assemblies and through the school newsletter.</p> <p>Celebrate individuals' achievements from external events in assemblies and on the school newsletters.</p>		<p>There have been positive comments from parents about being more aware of sporting events in school and knowing what was happening in different year groups to then support the teams.</p> <p>Children have supported their peers well in celebrating successes.</p>	<p>Increase the focus on healthy lifestyles – link food, activity, PSHE.</p> <p>Celebrate a health and well-being week.</p> <p>Work towards YST Silver award.</p> <p>Investigate the use of staff sport kits to raise the profile and professionalism of the school at sporting events.</p> <p>Introduced a sports display board in school.</p> <p>Develop the school governor link for sport.</p> <p>Explore interests of parents in developing a sporting area – produce a parent survey for clubs etc.</p>
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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:
CPD and training to increase knowledge, confidence & experience of staff to deliver high quality PE lessons	Attend SSP twilight sessions to enhance specific subject knowledge of staff.		Increased confidence of staff in areas of training, leading to higher impact of quality lessons.	Survey staff to gauge training needs for further support.  Identify needs for support in planning high quality sessions.  Review sports schemes available in school and highlight further areas for renewal and updates.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£4810      28.8 %
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:

All children to access a range of sports, inter and intra school.	Join the SSP with DCHS.	£2900	Increased participation in events from all classes. Children and staff valued and enjoyed both competitive and non-competitive elements of SSP events.	Ensure membership of SSP next academic year, with participation in different / more varied events.
	Transport children to/from a range of festivals	£1235		
	Ensure all classes access a minimum of 2 activities across the school year.			Update school curriculum plans to enhance the curriculum with further variety and equipment.
	Increase sports offered in curriculum time with external sports coach from The Elms			
	Sessions at the village stables to encourage new activity; getting involved with horse and stable care – links to PSHE plans	£675	Enhanced well-being programme and encouraged the less active children to get involved in a varied type of physical activity, which can be built.	Build on physical activity from stable to develop low-impact events for children needing encouragement to get involved.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£20 0.12%
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:
Introduce more intra-school sport competitions.	Inter house competitions for KS2 each half term to use the skills developed in a sport area.	£20	Improved competitive behaviours amongst children of all ages. Development of teamwork and supporting team members across age ranges	Continue with events across the terms – once Covid restrictions ease.  Link to fitness activities following return to school Eg. Daily Mile timings to be tallied as houses.
Ensure a greater involvement in inter-school sports competitions	Participate in Year 6 netball league within the SSP.  Participate in schools FA league U11s U10s Girls U11s Cup Year 3, 4, 5 tournament		Improved teamwork and competitive behaviours developed. Leadership skills developed where possible to take on captain roles.  Links made with other schools to continue to hold friendly fixtures where possible.	Enter the league again.  Continue to build links where possible, following covid restrictions.  Investigate purchasing new kits for both netball and football for inter school games.