

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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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 2019:	Areas for further improvement and baseline evidence of need:
<p>Children enjoy PE lessons and are active in their playtimes</p> <p>Adults are interested in and support active learning breaks within the classroom.</p>	<p>Support in created a well-structured PE curriculum that is well resourced so that all children may be engaged and successful.</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>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>	Awaiting data from school swimming
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Awaiting data from school swimming
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Awaiting data from school swimming
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: 7.2020	
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	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase the percentage of children travelling to school by bicycle	Bikeability training for Y6 Bikeability training for Y4	£600 £600	Children have increased confidence in travelling to and from school using bicycles and are experiencing more active playtimes at home as indicated in Pupil Voice survey.	Bike Week and Skills Schools for children who are already proficient cyclists and 'keep up and catch up' programme for children who found cycling difficult.
Move & Groove skills develop memory, gross motor skills and sense of rhythm and spatial awareness	Move & Groove training by Nicki and Jo Lia	£800	Children are more active in morning sessions during the school day and demonstrate greater coordination.	Children in UKS2 to begin to take a leadership role in leading Move and Groove with their peers.
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	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Making children aware of their houses and develop a sense of intra-school competition in PE and other areas of the curriculum	Subsidising PE uniform top for all children in their house colours.	1,848.60 (3.50 per unit for cotton)	More active PE lessons as groupings are secured. Greater pride in team games and positive competition in PE and intra-school competitions.	House Captains to be trained as Sport Leaders through the TLG Sport Leaders Programme.
All children are able to participate in PE lessons	PE lanyards on display with tasks for children who are not able to participate due to injury/missing kit/etc	£8	Demonstrable understanding of the Olympic and Paralympic Values. Greater engagement in PE sessions for all children.	Olympic and Paralympic Values weeks in PE lessons to celebrate these values and all children's achievements.

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: 6500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A fulfilling PE curriculum which follows TLG-PE guidance	Filling supply order in line with TLG-PE guidance following an inventory of PE cupboard	6,500	Children have access to appropriate equipment for participating in a wide range of familiar and new sports and activities. Lessons are safe, productive and fun for all.	Complete observations and shared teaching opportunities for all members of staff to ensure continuity.
Shared-teaching and Observation from PE Leader	Release time	0		
Immediate assessment and differentiation within PE lessons	Staff meeting to share software features	0	Some staff have been observed and received areas for development.	
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: 2,136.10	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements:				
Children exposed to outdoor physical learning opportunities	Forest School equipment purchased to allow access in all weathers	£1,150	Children are more active throughout the school day and have access to a wider range of options for physically active play in all weathers.	To complete Yoga instruction for all teachers and invest in yoga mats for all students in the next academic year.
Year R children have increased fine motor skill	Finger Gym intervention for all children (playdough x 60)	£30	EYFS children are showing greater fine motor development.	

Yoga instruction to support mindfulness and mental well-being	Yoga instruction on delivery for teachers (yogainschools.co.uk)	£750	No impact as yet as this intervention has been delayed due to CPD time availability.	
	Yoga mats x 90	2.29 x 90		

Key indicator 5: Increased participation in competitive 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:
Increase in intra-school competition	Highlighting competition though display board increasing awareness of the house system through coloured PE shirts.	£20 As above	All stakeholders have access to and an understanding of PE and Sport specific vocabulary and are able to reference this in lessons.	House competitions to become cross-curricular in the next academic year. To investigate cross-curricular orienteering for next academic year.

Signed off by	
Head Teacher:	M. Rawling
Date:	July 2020
Subject Leader:	A.Bashford
Date:	July 2020
Governor:	W. Wills
Date:	July 2020