



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](#) 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:

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.	15%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	19%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	32%
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: January 2020	
<p>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</p>					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:
<ol style="list-style-type: none"> Developing structured break times. Active breakfast club Heat Map and PDM on more active P.E lessons and active lessons (Active Kids Do Better breaks). 	<ol style="list-style-type: none"> Train new play leaders and lunchtime supervisors. Purchase new equipment/recording tools. Set up a leadership scheme in school. Year 4 and 5 to run skill challenges then turn into playleaders in year 6. Year 2 playleaders. Possible purchase of Time to Move and Active Playtime Scheme. CPD workshops for playtime staff and children creating 'leaders' throughout school. Promote breakfast club, keeping ideas of activities fresh for the children, target attendance children Complete the yst heat map to identify and clarify where we could be more active. 	1500	<ol style="list-style-type: none"> Break times are more structured resulting in decreased number of first aid/behaviour incidents. Play leaders are promoting positive play and offering different opportunities for pupils to take part in structured games. Skill challenges and skip to be fit are increasing the activity levels in the play ground due to be able to win prizes. Increased participation in positive and active play. Children are well prepared for lessons, increase in some attendance of pupils Most P.E Lessons have 	<p>In house training for the playleaders (no cost) Children are building life long leadership skills</p> <p>Once we have purchased time to move and skill challenges we can adapt and make our own to be more sustainable. Leadership scheme means children can building life long skills.</p>	

	Deliver a PDM to highlight findings and the importance of active lessons not just pe.		become more active, teachers now using brain breaks	
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. YST Membership 2. Liaise with staff to use competitions/sport as tool to improve behaviour/attendance 3. School games mark 4. PDM on the importance of PE on school improvement 5. Cross curricular links with other core subjects 	<ol style="list-style-type: none"> 1. Continue to purchase YST membership. Build on what the quality mark has told us. 2. Teachers being involved in selecting pupils for competitions, jobs and out of hours learning 3. Aim for silver – introduce a sports reporting team 4. PDM on more active P.E lessons and active lessons (Active Kids Do Better breaks). 5. Maths sports club(Liaise with maths lead), reporting team for tournaments, 	£200	<ol style="list-style-type: none"> 1. Using the self-review tool meant we were able to highlight the areas where improvement was needed 2. Children now realise that competitions/sports clubs are linked to behaviour and attendance, meaning that certain children’s behaviour and attendance have improved. 3. Tt 4. Increased productivity within longer lessons. Children staying on task better. 5. Children are realising that 	

			pe can go hand in hand with English and maths. Increased participation in pe due to the links.	
--	--	--	--	--

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:
Increase staff knowledge and confidence in delivering PE lessons PDM on more active P.E lessons (11.12.19) Sports equipment checked and updated with new planning scheme.	Purchase of new scheme of P.E planning. Easier to use by staff. Team teaching when needed PDM on more active lessons. £250	£380	Improved planning scheme has increased teachers confidence and ability to teach high quality lessons. PDM focus on Dance (questionnaire showed teachers wanted help with this area of P.E) and how to provide an active lesson with above 50% moderate to vigorous physical activity. Equipment available and updated.	More CPD and PDM's on more active P.E lessons. In house CPDs so no cost involved. Sharing good practice
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:

Additional achievements:				
Increase the number of variety of out of hours learning	Source outside providers	4481	Using outside providers enabled us to offer a bigger variety of opportunities for the whole school to take part in out of hours learning. It also allowed us to offer different and unique sports	JASS – folders and continuation packs purchased so children can complete all 3 levels
Residential experience	Offer KS2 residential experience	4450		Residential – find out if the funding could be used from another area? Increase residential to Y6.
Bikeability Scootability Junior award scheme for schools		£666		Next step – changing outside providers to school staff(Mr Bate, Mr O'Neill)

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:
Central sports partnership Hold competitions Contribute to the leasing of the school mini bus.	Attend competitions Organise schools to come to us for tournaments	£300 £4700	Large increase in number of children going to tournaments – (Last year: This Year: More intra-school inclusive tournaments for available for all children.	Set up regular fixtures with another local school. (walking distance no cost on transport) consortium fixtures – Marlborough and Regents Park to start before and after Term 2.1

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