

# 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:
Gold Sports mark 2 years running	Engaging children who currently don't participate in clubs.
High participation in extracurricular activities throughout KS2.	Daily personal challenges activity.
High participation in interschool and interschool events and competitions.	Raising awareness of additional ways to keep fit rather than sports based activity.
	Developing extracurricular clubs in KS1.

Meeting national curriculum requirements for swimming and water safety.	Data not available due to COVID-19
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	No data is held.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	No data is held.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	No data is held.
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?	N/A

## 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: 2019-2020	Total fund allocated: £19,310	Date Updated: July 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			
Intent	Implementation	Impact	
School focus	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact:
<p>Increase the engagement of all pupils in regular physical activity</p> <p>Target children who are currently not participating in clubs or extra-curricular active opportunities to be more involved in opportunities.</p>	<ul style="list-style-type: none"> <li>- Sports crew activities to be run at lunchtime for both KS1 and KS2 playgrounds</li> <li>- Investment in new playground equipment to encourage more active playtimes</li> <li>- Introduce new jump start Jonny clubs x 2 every week at lunchtime to encourage children to get more active and engage with different activities rotated termly to allow more children to participate</li> <li>- 1x get active assembly a week split into key stages for 15 minutes whole school engagement</li> <li>- School council to interview children to find out what would make them more active.</li> <li>- Introduction of daily personal challenges</li> <li>- Introduction of morning clubs – external providers and staff run (LSA) paid extra to run.</li> </ul>	£3000	<p>Up to February half term 2020:</p> <p>Numbers of children participating in sports crew led activities maintained.</p> <p>Jump start Jonny club extremely popular, getting 60 different children each half term, active each week. Non active children targeted and leading to more participation from this particular group.</p> <p>Get active assembly was a massive hit and had every child in school active for an additional 15 minutes every week.</p> <p>Morning cricket clubs run in autumn term and spring 1 with good attendance.</p>
			<p>Sustainability and suggested next steps:</p> <p>Continued next year.</p> <p>Continued next year.</p> <p>Continued next year</p> <p>Continued next year</p>

Key indicator 2: The profile of PESSPA (Physical Education, School sport and Physical Activity) being raised across the school as a tool for whole school improvement.				
Intent	Implementation		Impact	
School focus	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<p>Engagement and interaction with local clubs and county liaisons to increase pathways into different sports.</p> <p>Giving children access to different sports and activities both competitively and for fun.</p> <p>Improving awareness of and interaction with sport in school.</p> <p>Opportunities for children to engage with physical activity at lunchtimes with sports crew</p>	<ul style="list-style-type: none"> <li>- Trial days / sessions organised to allow children to trial different sports and get active. (golf, cricket, climbing, OAA, dance)</li> <li>- Engagement with competitions and festivals with as many different age groups and sports as possible</li> <li>- Introducing new / different clubs to improve our offer of extra-curricular sport in school.</li> <li>- Notice boards advertising what sporting activities are on offer in school and what events we have taken part in.</li> <li>- Celebration assemblies to celebrate achievement and taking part.</li> <li>- One assembly as week to raise awareness of physical activity and allowing children to be more physically active.</li> <li>- Sports crew to run regular assemblies introducing children to activities on offer at lunch and break</li> <li>- Sports crew trained to deliver high quality activities in KS1 and KS2 during lunchtimes raising awareness and participation in physical activity.</li> </ul>	£8,000 (including 2 years MSA membership 2019 – 2021 @ 5,400)	<p>Up to February half term 2020: Only dance workshop managed due to COVID-19 but this was very popular.</p> <p>Full participation in all sports up to Spring 1 as per last year.</p> <p>High participation and interest.</p>	Continued as per this year as it should have been.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	
School focus	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
To develop teachers confidence in planning and teaching PE.	<p>KG to work with targeted teachers / year groups, to develop planning for a unit of PE in line with school expectations.</p> <p>KG to team teach / plan with year 6, year 2 and EYFS teachers 1 term each.</p> <p>Purchase of and introduction of 'Real PE' to all staff through staff meetings and introduction lessons. (Summer term 2020)</p>	£6000	Release time allowed for a very successful interventions in y6 and EYFS teaching with a less confident teachers, and has led to more confidence in planning and teaching as well as challenging all children.	Introduction of Real PE not complete due to COVID-19 – continuing next year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	
School focus	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 the range of sports and physical activities offered to children	<ul style="list-style-type: none"> <li>- Introduce new jump start Jonny clubs x 2 every week at lunchtime to encourage children to get more active and engage with different activities rotated termly to allow more children to participate</li> <li>- Trial days / sessions organised to allow children to trial different sports and get active. (Jolf and cricket)</li> <li>- Sports week used as a vehicle for children trying different activities daily.</li> <li>- Investigate new clubs to be introduced for children in dance and gymnastics</li> <li>- Resources bought to encourage engagement in</li> </ul>	£2000	<p>Experiences to be moved to next year.</p> <p>OAA resources bought to support recently trained up teachers in OAA for PE. Teachers now more confident and with a bank of planning and suitable activities with appropriate resources.</p>	Continued as per this year as it should have been.

	different sports and raise their profile and to ensure current provision is adequately resourced. - Investment in forest school and outdoor physical / OAA activities			
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Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact	
School focus	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<p>To develop opportunities for competitive sport in and through school</p> <p>To increase engagement with competitive sport outside of school</p>	<ul style="list-style-type: none"> <li>- All children in KS2 to have taken part in at least 3 intra house competitions at the end of each unit of games PE lessons</li> <li>- Additional key stage intra house tournaments to be held in football and netball in summer term.</li> <li>- Buy into MSA to give children opportunities to take part in local festivals and tournaments. (2 year membership bought into)</li> </ul>	Allocated in other funding.	Lots of opportunities this year for less active children to take part in festivals and children were chosen specifically who had not taken part up to that point.	Continued as per this year as it should have been.

Signed off by	
Head Teacher:	N. Langtree
Date:	16.7.2020
Subject Leader:	K. Griffiths
Date:	16.7.2020
Governor:	
Date:	