

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 2020:	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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/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: 2020/21		Total fund allocated: £	Date Updated:	
<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:
<ul style="list-style-type: none"> Provide high quality teaching of PE for an extensive range of physical activities. For children to be able to swim at least 25m by the end of KS2, use a range of strokes and perform safe self-rescue. Less able pupils to have extra support sessions. 	<ul style="list-style-type: none"> Embed the progressive LTP in place, through 2 hours of high quality PE a week. Long-term plan to include a range of sports to increase pupils experience of sports High quality sports coach to continue to assist and upskill teachers in assessing progression of skills in PE Equipment bought to support PE lessons: Y3/4/5 & 6 pupils to access swimming lessons for summer term (10 weeks). 7 Year 6 children who have been identified to access top up swimming sessions 	LSSP £3365 enhanced package PEco £3500		

<ul style="list-style-type: none"> • Increase the levels of pupil fitness & encourage them to have a healthy, active lifestyle • Embed as much physical activity into the school day as possible 	<ul style="list-style-type: none"> • Promote the daily mile at least 3 times a week, but every day if possible. • Use the active heatmap to plan opportunities for physical activity throughout the day. • Select and train PALs in KS2 to lead activities at lunch times. • Specialist PE coach to provide lunchtime football competitions • Use attendance registers to monitor participation and target the least active children. • Host a cooking club • Develop a self-sustained gardening club, led by a group of children and the school horticultural club (planned for Summer Term) 	<p>Included in LSSP package</p> <p>Included in PEco package</p>		
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
<p style="text-align: center;">Intent</p>	<p style="text-align: center;">Implementation</p>		<p style="text-align: center;">Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> • Raise the profile of PE and sport through whole school focus days/ weeks • Embed the use of the PALs/SSOC to lead activities in school. • Encourage cross-curricular links to maths, science and PSHE. • Encourage links to the 5 ways to well being, to develop chn's resilience and mental health. • Whole school display to celebrate and showcase PE, sport and wellbeing. 	<ul style="list-style-type: none"> • Plan annual sports day and sports focus week and invite all stakeholders to attend • Appoint new SSOC/PALs in KS2 to lead activities at break and lunch times from Sept • Look at topics of curriculum to identify cross curricular opportunities. • As part of lifestyle and fitness week, offer a range of activities for chn to experience • Identify inactive kids and encourage active participation and positive life choices through the Power Programme. • Links the school Christian values to 'my personal best' values. • PALs and teachers to award children based on their school games/my personal best values they have shown. • Foster acts of kindness and a growth mindset. • PALs and PE lead to update the PE and sport display at least 3 times a year. 	<p>Included in LSSP package</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:
<ul style="list-style-type: none"> Provide specialist PE coaches to support / assist class teacher in developing their assessing and teaching so that pupils make greater progress because of high-quality tracking and assessment, especially GD children. PE subject lead/coaches to work alongside some teachers to help build subject knowledge Conduct staff knowledge and skills audit, to ensure any mentoring is bespoke to their needs Attainment levels for pupils in all areas of NC to be 85%+ of pupils at ARE 	<ul style="list-style-type: none"> PE subject leader to discuss with staff and sports coaches the school's tracking system. GD children to be signposted to outside clubs. Create opportunities for teachers and coaches to meet to discuss progress of pupils and to inform next steps in teaching. PE lead to quality assure current coaches and mentor staff as necessary PE lead to monitor pupil progress each half term to identify any pupils not on track. 	Included in LSSP & PEco package		
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:

<p>Additional achievements:</p> <ul style="list-style-type: none"> • Provide a wide range of after school clubs for children to access physical activity outside of school day and to broaden their sporting experience • To maximize opportunities pupils have through purchasing/using commercial, quality resources/equipment. • Personal challenges to improve children's motivation. 	<ul style="list-style-type: none"> • Provide a range of after school clubs, which cover all areas of the NC • Embed PE LTP and amend if necessary. • Make links with clubs that offer unusual sports i.e. judo, fencing, OAA, gymnastics. • Kandy Productions - specialist dance coaching • Audit, plan and develop lunch time and after school clubs and activities using staff, coaches and young leaders to improve the range of activities offered to pupils after school and at lunch. • PALs/SSOC trained and developed to deliver quality lunchtime activities, including a change4life club. • Embed the role of the PALs/SSOC to plan and deliver lunchtime activities and personal challenges throughout the year. • Administer assemblies to encourage participation in new clubs. • As part of lifestyle and fitness week, offer a range of activities for chn to experience 	<p>Part of LSSP and PEco package</p>		
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Governor:	
Date:	