



# 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 **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:
<ul style="list-style-type: none"> <li>• Range of after school clubs provided, which are well attended by pupils.</li> <li>• Children are given the opportunity to participate in competitions.</li> <li>• PE teaching is consistently good or above and staff have been given lots of opportunities to develop their own practice and CPD.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and promote the outdoor areas to support learning outside the classroom.</li> <li>• Promote active lunch and break times through Play Maker award children.</li> <li>• Play Maker- potential after school club run by pupils for KS1 overseen by OJ.</li> <li>• Continue to provide as many extra-curricular activities as possible- Edsential and staff led.</li> <li>• Ensure PE Passport is being implemented successfully.</li> <li>• Continue with a programme of CPD to support staff with the teaching of PE.</li> </ul>

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? <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.	%
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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No
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## 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: £18,850		Date Updated: November 2019	
<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:
					%
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:
<b>Promote the profile of PE across school.</b>	<b>See below-</b>	<b>£6600</b>			
<b>Engage younger pupils in new activities leading to increased enthusiasm and desire to take part back in school.</b>	<b>F2 and KS1 Sports Festivals</b>	<b>£920 (Edsential)</b>			
<b>Develop leadership skills of Year 5 and 6 pupils.</b>  <b>Engage all pupils in regular activity</b>	<b>Year 5 and 6 pupils develop leadership skills that lead to improvements in responsibility, resilience, self-esteem and confidence. Delivered through PlayMaker Award.</b>	<b>£675 (Edsential)</b>			

	PE Passport	£599 (Edsential)		
Develop pupil and staff understanding of the importance of leading a healthy and active lifestyle.	FAN (fitness and nutrition) programme. Targeted intervention groups using physical activity to impact on social, emotional and mental health.  Increased engagement in physical activity, self-esteem and confidence. Changing attitudes towards being active.	£380 (Edsential)		
<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:
				%
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:
Use physical activity and outdoor learning to impact on the wellbeing of targeted pupils	Forest Schools Targeted intervention groups using physical activity to impact on social, emotional and mental health.  Personal Best Programme to work with focus groups of pupils to achieve developments against 3 outcomes; Resilience, Self-	£7250  £ 1680 (Edsential)		

	esteem and changing attitudes towards physical activity.			
Use Physical Activities to engage pupils and develop social and emotional skills	Personal Best Programme- Pupils demonstrate improved social and emotional skills, including an increased ability to interact with each, better communication skills and increased resilience.	£ 1680 (Edsential)		

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</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:	
<b>Improve standards of Teaching and Learning in curriculum PE</b>	<b>PE Curriculum CPD delivered by PE Specialists to support school staff.</b>	<b>£1680 (Edsential)</b>			
<b>Develop knowledge of Subject Leader to enable further opportunities for young people.</b>	<b>PE Subject Leader Programme</b>	<b>£600 (Edsential)</b>			
	<b>Subject Leader Network Event</b>	<b>£35 (Edsential)</b>			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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:			
<b>Engage a wider range of pupils in a variety of after school activities</b>	<b>Continue to provide a range of after school activities to target ALL pupils. Staff survey and interests discussed.</b>	<b>Included as part of Edsential PE Service</b>			
<b>40% of pupils across the schools have attended at least one after school activity. Inc family</b>					



Zumba.				
Increase activity levels in lessons and clubs through more quantity and a wider range of equipment	New equipment purchased to enrich curriculum and extra-curricular provision Staff able to deliver fully inclusive and active lessons (e.g. all children having their own ball) New activities delivered using purchased equipment	£1000		
	Old equipment repaired- Creative Play	£800		
Meeting national curriculum requirements for swimming and water safety	Provide all children with swimming opportunities to become competent and confident swimmers.	£5500 (incl transport)		
Additional achievements:				

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:
<b>Associated benefits of participation in competitive sport, including confidence, motivation and team work. 40% of pupils can represent the school in at least one competition. The school are successful in achieving the School Games Silver Award.</b>	<b>Transport to competitions</b>	<b>£500</b>		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Miss Olivia Jones
Date:	21.11.2019
Governor:	
Date:	