

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:
<ul style="list-style-type: none"> • All children received a term of Thai-Chi delivered by a specialist • Increased participation in competitions • Increased staff confidence in teaching PE • Earning Silver school games award last year • Development of an increased use of onsite forest school site. 	<ul style="list-style-type: none"> • Provide opportunities for all children to access 30 active minutes outside of PE lessons. • Increase range of extra-curricular PE clubs on offer to all pupils • Provide increased opportunities for all pupils to take part in competitive sport • Provide children with additional sporting experiences.

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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: 2019/20		Total fund allocated: £16, 870		Date Updated: June 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:
					53%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:	
Inspire and motivate pupils to be active through attending termly whole class school values games events.	<ul style="list-style-type: none"> Identify and book the school games values events. Organise transport Celebrate participation via assembly Organise a member of staff to attend the event with the children 		<p>Junior Leaders Conference: £5 per child 20 children attended = £100</p> <p>Staff member to attend the event with the children £200</p> <p>KS1 Gymnastics Festival £5 per child 14 children attended = £70</p> <p>Staff member to attend the event with the children £200</p>	<ul style="list-style-type: none"> Children inspired to take part in more physical activity as part of their 30 daily active minutes. Mini-Leaders to provide opportunities for children to be active for at least 30 minutes of the lunch break. Improved fitness with pupils more active in lessons. 	
<ul style="list-style-type: none"> Develop a cluster physical activity opportunity. 					

<p>Train pupils to be School Sports council members to increase physical activity levels and develop pupils leadership skills.</p>	<ul style="list-style-type: none"> • Develop celebration of members efforts in assembly using the SSP log poster and certificates • Purchase the AVSSP Fitness resource • Attend the AVSSP leadership conference. 	<p>£250 Avssp fitness resource</p> <p>AVSSP Affiliation Fee</p> <p>£1000</p>	<ul style="list-style-type: none"> • 20 pupils develop leadership skills – including teamwork, communication, resilience, confidence. • Develop pupil voice to contribute to school sports and activities. 	<ul style="list-style-type: none"> • Use this year’s school sports council members to support future members. • Develop a lunch time leader to take on the training role, utilising the PE specialist to support this. • Attending the AVSSP Leadership conference Friday 8th November
<p>All children to receive one PE lesson per week from AVSSP coaches.</p>	<ul style="list-style-type: none"> • All children to receive a weekly PE lesson from AVSSP over the academic year. • CPD opportunity for all school staff while supporting the delivery of lessons. 	<p>£6300</p>	<ul style="list-style-type: none"> • All children have taken part weekly PE sessions where they have improved their skills across the curriculum. • Staff feel more confident in delivery of PE lessons as a result of working alongside a specialist. 	<ul style="list-style-type: none"> • Carry on with AVSSP
<p>Sports Coaches to lead a range of activities lunch times.</p>	<ul style="list-style-type: none"> • Timetable sports coaches to run sport and physical activity during lunch time once a week 	<p>£6300 PE specialist 1 day cost</p>	<ul style="list-style-type: none"> • Motivate pupils to attend lunch time club. • Improve physical activity of pupils at break and lunchtimes. • Pupils motivated and inspired to be active for more of the day 	<ul style="list-style-type: none"> • Sports Coach to pass on game ideas to lunch time supervisors for them to continue games on other days and into future years. • More children taking part in physical activity and able to lead each

				other in sports and games.
Have activity equipment available to pupils at lunch time. Purchase both physical activity and sporting equipment.	Purchase of equipment for lunch use at lunch times.	£250	<ul style="list-style-type: none"> • Pupils to have a better experience of Physical activity and School Sport at lunch times • Lunch time staff to feel more comfortable delivering activity • Lunch times will have more variety of activity • Equipment will be able to be used at other times in the day 	<ul style="list-style-type: none"> • Look to develop the playground further by painting floor markings • Include Rugby posts on the school field • Develop lunch time staff through training on how to use the equipment
Play leader employed for lunchtime.	Increase the activities on offer during a lunchtime. Increase activity levels during lunchtime.	£696	<ul style="list-style-type: none"> • Children have a more positive lunch time experience. • Increase in positive behaviour • Increase in activity levels • Improved teamwork and communication 	<ul style="list-style-type: none"> • Budget for a play leader in the next academic year.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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:
School noticeboard used to display information and celebrate achievements in sport to raise the profile of PE and sport to pupils, parents and visitors.	<ul style="list-style-type: none"> • Noticeboard in place. • Display regularly updated. 	No cost	<ul style="list-style-type: none"> • Noticeboard full of information/updates regarding clubs and competitions. • Pupils are proud and keen to get involved. • Visitors observe and comment. • Wider impact of increased self-esteem/confidence, contributing to learning and attainment. 	<ul style="list-style-type: none"> • Continue to update • Further notice board to be used outside for more parents to see.

<p>Sport to be celebrated in assembly every week to ensure the whole school is aware of the importance of PE, sport and physical activity and to encourage pupils to take part.</p>	<ul style="list-style-type: none"> • Weekly assembly to award Sportsperson of the week (KS1 and KS2) • Achievements are celebrated. • Children rewarded for sport/achievement/physical activity 	<p>No cost</p>	<ul style="list-style-type: none"> • Pupils inspired and motivated to take part in sport and activities. • Pupils are proud of their achievements • Parents have attended celebration assembly and are proud of their children. • Wider impact of increased self-esteem/confidence, contributing to learning and attainment. 	<ul style="list-style-type: none"> • Continue with weekly assembly • Run a termly/annual award event recognizing pupils' efforts and achievements in PE, sport and physical activity.
<p>School social media used to promote the importance of PE, Sport and Physical activity to parents and pupils.</p>	<ul style="list-style-type: none"> • Share information about events, competitions and festivals the school is participating in via social media. • Share national messages re importance of PE, Sport and Physical Activity. 	<p>No cost</p>	<ul style="list-style-type: none"> • Parents are proud of their children's participation in events. 	<ul style="list-style-type: none"> • Continue to share on social media and increase followers.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:
CPD for subject leader.	CF to attend the annual SSP PE Conference to plan for the next academic year.	£120 supply cost for ½ day.	<ul style="list-style-type: none"> School is benefitting from national and local strategies and enabling more pupils to be more active, more often (feedback) Accounts are activated and national programmes are utilized 	<ul style="list-style-type: none"> Continue to sign up to national and regional programmes that promote sport and activity Continue to affiliate to AVSSP
Support NQTs through access to ongoing training to equip them with the knowledge, skills and confidence to teach high quality PE	<ul style="list-style-type: none"> Book NQT training place(s) via SSP Meet with NQTs following training to offer further support Organise team teaching to share good practice 	<p>Included in SSP Affiliation Fee (£1000 approx)</p> <p>Cover £300</p>	<ul style="list-style-type: none"> NQTs have the knowledge, skills and confidence to deliver PE (professional learning trackers) Increased staff confidence, skills and knowledge to enable significant improvements in pupil attainment in PE. Higher percentage of children achieving PE NC standards. 	<ul style="list-style-type: none"> NQTs are confident and competent to deliver PE and sport within and outside the curriculum. Continue to affiliate to AVSSP to access further CPD
Sports coaches to mentor teaching staff to improve the quality of PE for all pupils.	<ul style="list-style-type: none"> Organise timetable of mentoring for teachers to receive support in teaching PE. Ensure planning and feedback year 	<p>Included in Sports specialist cost £6300 for the</p>	<ul style="list-style-type: none"> Better subject knowledge (professional learning tracker/feedback). Skills, knowledge and understanding of pupils in PE 	<ul style="list-style-type: none"> Teachers able to peer mentor. Improved confidence and higher

	is shared with teachers pre and post lessons.		are increased. <ul style="list-style-type: none"> Higher percentage of children achieving PE NC standards. 	expectations in PE
To purchase and install new sheds to store PE equipment.	<ul style="list-style-type: none"> Two metal sheds delivered and installed. Slab base laid for the slabs to sit on. 	£871 £325	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Equipment can be safely stored and protected from the weather to increase life-span of equipment.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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:
All children to have the opportunity to take part in a term of specialist dance teaching from Claire Sales School of Dance.	Fully trained dance coach to deliver 6 weeks of dance teaching.	£360	<ul style="list-style-type: none"> All children experienced a range of high quality dance lessons. Directed children to Claire Sales School of Dance if they want to carry on dancing outside of school. 	Consider booking Claire Sales in the future.
Increase the participation in after-school sports clubs with an increased number of clubs, places and a broader range of activities.	<ul style="list-style-type: none"> Timetable the extra-curricular clubs which all children have the opportunity to access at some point during the academic year. Communicate clubs to pupils and parents. 	£6300 AVSSP PE specialist	<ul style="list-style-type: none"> Increased number of pupils taking part in extra-curricular clubs. Pupils motivated to take part in more activity more often. Pupils develop leadership, teamwork and communication skills. 	<ul style="list-style-type: none"> More children taking part in physical activity and games. Pupils develop higher expectations for their personal fitness.

	<ul style="list-style-type: none"> Enrol pupils. 		<ul style="list-style-type: none"> Wider impact of increased self-esteem/confidence, contributing to learning and attainment. 	
Bikeability courses for children in Year 5 to gain and improve cycling skills.	<ul style="list-style-type: none"> Organise Bikeability course through AVSSP Timetable with class teachers. Book cycles and equipment. Carry out risk assessment. 	Equipment hire £350	<ul style="list-style-type: none"> All children develop or improve existing cycling confidence. Pupils are inspired and motivated to cycle leading to improved fitness 	<ul style="list-style-type: none"> Pupils take up cycling and have a greater interest in cycling. Continue to affiliate to AVSSP.
Book in a Tough Rower event with AVSSP	<ul style="list-style-type: none"> Book the event with AVSSP Organise timetable for event All children to participate in the event Celebrate the event 	£375	<ul style="list-style-type: none"> Children inspired and motivated by the event Pupils developed leadership teamwork and communication skills Those reluctant participants were engaged 	<ul style="list-style-type: none"> Continue affiliation to AVSSP
Book in Dan Magness event with AVSSP	<ul style="list-style-type: none"> Book the event with AVSSP Organise timetable for event All children to participate in the event Celebrate the event 	£300	<ul style="list-style-type: none"> Children inspired and motivated by the event Pupils developed leadership teamwork and communication skills Those reluctant participants were engaged 	<ul style="list-style-type: none"> Continue affiliation to AVSSP
All children to take part in 4 forest schools sessions.	<ul style="list-style-type: none"> AH to organise with each class teacher when the sessions will take place. Each class to receive 4 afternoons or two full days. 	£1200	<ul style="list-style-type: none"> All children to take part in planned forest school sessions. <p>This did not happen due to COVID-19</p>	<ul style="list-style-type: none"> Continue to provide each class with forest school opportunities.
Book Boogies Bounce Trampolines	<ul style="list-style-type: none"> Book Boogie Bounce to come 	£150	<ul style="list-style-type: none"> All children engaged and 	<ul style="list-style-type: none"> Consider booking a

	<p>into school for ½ day.</p> <ul style="list-style-type: none"> • Create a timetable for each class. • All children to participate • Celebrate event. 		<p>inspired by the event.</p> <ul style="list-style-type: none"> • Children were given further information about participation outside of school. 	<p>future event.</p>
Willow Weaving workshop.	<ul style="list-style-type: none"> • All children in KS2 to take part in a willow weaving workshop. • Children to develop weaving skills • 	£275	<ul style="list-style-type: none"> • All KS2 children took part in Willow Weaving workshop. • Children’s creations display on the fence in the orbitor playground to enhance to outside environment. • Pupil voice said how much the event was enjoyed and a wish to take part again in the future. 	<ul style="list-style-type: none"> • Consider booking a future event • Willow Weaving

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:
Continue to deliver a weekly netball club t Year 5/6	<p>KP and AH agree a timetable of when the club will run, organise communication with parents.</p> <p>CF to enter team into AVSSP HI5 competition in the spring.</p> <p>AH and KP to order some equipment that can be used indoors (dodgeball type equipment) for when the weather is bad and children can't go outside.</p>	<p>£2000</p> <p>£200</p>	A group of 12 children regularly attend the HI 5 club and will be working towards participation in AVSSP competition.	Continue to run the Hi 5 club in the next academic year.

Key indicator 6: Swimming				Percentage of total allocation:
				0%
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:

Not required as 100% of Year 6 children achieved expected standards.				
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	