

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Introduction of the Daily Mile for all children in the school • Year 5/6 children are school sports leaders encouraging the participation of younger children and organising lower school house sports competitions. • We continue to participate and be successful in local sporting tournaments. 	<ul style="list-style-type: none"> • to offer further alternative sporting opportunities. • Extend competitive sport fixtures to all age groups rather than primarily KS2. • Identify focus areas for further teacher CPD. • Encourage healthier packed lunches as part of a drive to improve overall lifestyle choices. • Identify non-swimmers earlier in their school life and provide top up swimming lessons to ensure they meet national curriculum standards

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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: 2020/21		Total fund allocated: £	Date Updated:	
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				Percentage of total allocation:
				%
Intent	Implementation		Impact	45%
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. Change in class routines to ensure all children participate in regular, daily exercise 2. All children encouraged to increase their fitness through monitoring and informal and formal competitions. 3. Improvement of children's fitness during playtimes, particularly Reception and KS1 4. Children are able to access high quality play and sport resources throughout lunch time break 5. To increase pupils' activity levels throughout the day. 	<ol style="list-style-type: none"> 1. Each class to participate in the Daily Mile every day. 2. Children have regular feedback on their progress in lessons from the PE teacher using the Atlas All-stars App. All children to take part in house tournaments, virtual inter-school tournaments (where available for the age group) and sports day. 3. A small group of volunteer Year 6 and Year 2 children to become Young Leaders to lead games at playtimes. 4. Ks1 lunch club with atlas all stars coach offered on a Tuesday lunch time. 5. To use Active English lessons as part of regular English lessons to ensure children are active throughout the day. Encourage teachers to look for active 	<p>N/A</p> <p>All-stars PE teacher Transport</p> <p>Atlas Sports approx. £1000 a month.</p> <p>£400 for Active English</p>	<ul style="list-style-type: none"> - Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors - Positive behaviour and a sense of fair play enhanced by using Young Leaders as role models - Pupils activity at lunch and break increased - Children taking part in daily additional activities such as 'The Daily Mile' regularly - Sports Leaders support active play across the school - children across the school more active on a daily basis and enjoy being active <p>Evidence -</p> <ul style="list-style-type: none"> - Curriculum map - PE policy - Registers of participation - Extra-curricular data 	- Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time.

	opportunities and outside learning during their lesson planning.			
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	30%
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. High quality PE lessons delivered during curriculum time. 2. To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. 3. School staff better equipped/more confident to teach PE in school 4. Monitoring use of schemes and whole school PE coverage 5. <ul style="list-style-type: none"> • Sports leaders develop younger pupils into becoming leaders themselves 	<ul style="list-style-type: none"> • Employment of sports coaches • Continue to develop and use whole school plans and assessment. • Interhouse competitions played throughout the year • Yr 2 and 6 pupils to receive the Leadership Academy training from visits by Helen Pauling. <p>- These pupils to run workshops for other pupils to cascade their knowledge.</p> <p>- Sports leaders to help run and organise the intra-house festivals in the lower school.</p> <p>- Sports Ambassadors and Sports Leaders to run their own club for younger pupils at lunchtimes.</p> <p>- Help run and record the events for Sports Day.</p> <p>- Current Ambassadors to also develop future Sports Leaders in preparation for the following year.</p>		<ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school - Continued progression of all pupils during curriculum PE lessons. - Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. - Interhouse competitions raise profile of competitive sport within school. As many children as possible to participate. - Sports leaders impact importance of sport/activity by being positive role models in the school - Successful 'virtual' sports events held. 	<ul style="list-style-type: none"> - Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing. Review School development plan, Whole school policies/PE policy - Use PE cluster meeting to review, evaluate and plan for the next academic year. - School staff better equipped/more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports leaders develop younger pupils into becoming leaders themselves

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	10%
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:
In order to improve progress and achievement of all pupils the focus is on up-skilling the staff	Teachers to work alongside Atlas All Stars PE coach to provide live CPD and training on how to use the PE App.	£1000 a month	Teachers to be more skilled in producing high quality PE lessons and improved ability to accurately track children's progress through the use of the App.	Continue to use skills to teach children and become more involved in children participating in tournaments and clubs outside of school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	15%
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"> Additional achievements: <ol style="list-style-type: none"> 1. Give children the opportunity to take part in a wider range of sports and activities 2. Providing additional links to 3. Community Sports Clubs 4. Children participate in festivals/ tournaments held through PSP. 5. Increase opportunities for KS1 children 6. Continue to develop relationships with community coaches so a broad 	<ul style="list-style-type: none"> - Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. - Review extra-curricular activities through pupil voice/young leaders. <p>Forest school for Reception/ KS1 children to participate in outdoor physical activity.</p> <ul style="list-style-type: none"> - Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve 	£900 for forest school training.	<ul style="list-style-type: none"> - Engaged or re-engaged disaffected pupils - Increased pupil participation - Enhanced quality of delivery of activities - Increased staffing capacity and sustainability - Enhanced, extended, inclusive extra-curricular provision - Improved behaviour and attendance and reduction of low level disruption - Increased pupil awareness of opportunities available in the 	<ul style="list-style-type: none"> - Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision. - Further increase opportunities for KS1 children – in and out of school

<p>and wide range of activities can be offered to all age groups.</p> <p>7. To highlight the role sports and physical activity can play in improving children's mental wellbeing.</p>	<p>sports skills in children through increased opportunities in school</p> <ul style="list-style-type: none"> - To keep the website (changeable throughout the year) - Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard - Children to attend the extra-curricular clubs. - School to enter children into sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey - Equipment continues to provide opportunities during break and lunchtimes. 		<p>community</p> <ul style="list-style-type: none"> - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? - Coaches signposting children to community sessions. <p>Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys</p>	
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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:
<ol style="list-style-type: none"> 1. To ensure that every pupil has the opportunity to engage, experience and compete in competitive sport through the intra-house sport and physical activities. 2. Enter external events to give pupils the opportunity to compete virtually against other schools 3. Further widen opportunities for pupils to take part in virtual competitive sporting events 	<ul style="list-style-type: none"> • Ensure pupils get opportunity to take part in virtual competitions, tournaments and festivals. • Regular (termly), intra-house sports competitions for pupils across different sports. • To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 		New due to being Virtual.	

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

