

# 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:
<p>Sports premium has provided;</p> <ul style="list-style-type: none"> <li>• professional training in games and athletics for all staff</li> <li>• Improved the learning environments (playground/school hall)</li> <li>• Upgraded key equipment</li> <li>• Continue to promote healthy eating and living</li> <li>• Enriched opportunities in new sports (rugby, karate, yoga)</li> <li>• Introduce new, exciting schemes of work in sport and PE that link to our already outstanding curriculum topics</li> <li>• Swimming lessons for year 2 children</li> </ul>	<ul style="list-style-type: none"> <li>• Allow the children more opportunity to participate in competitive sport (weekly)</li> <li>• Broader experience of a range of sports and activities offered to all pupils</li> </ul>

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><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.</p>	% N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% N/A
<p>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?</p>	<p><b>Yes/No</b></p> <p>Our school works with partners to ensure all children meet the swimming National Curriculum standard before they leave primary school.</p>



## 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: £		Date Updated: 28.11.19	
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	70
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>Teachers are successfully implementing aspects of physical activity into their classroom each day. Our school provides two hours of high quality timetabled Physical Education per pupil per week led by a qualified teacher within the curriculum. In addition to the children 2 hours of PE a week they also ;</p> <ul style="list-style-type: none"> <li>• Receive 40 minutes a week of professional sports training from an outside agency (KIXX). This is Continuous professional Development for all teaching staff in school.</li> <li>• Every class takes part in the daily mile.</li> <li>• Y2 children have a 45 minute swimming lesson a week</li> <li>• Redesign of the school playground with climbing apparatus and outdoor gym equipment</li> <li>• New playtime games and equipment bought for use at lunchtimes</li> <li>• Year 1 children are given cycling and road safety training to encourage children to ride to school on their bikes.</li> <li>• Our school has a clear strategy to support parents and carers to help their children to achieve 30 minutes' physical activity outside the school day. All families receive a home learning menu that includes ideas of physical activities that the children can take part in at home.</li> <li>• Sports clubs and activities take place at school regularly and attendance at these is monitored. A wide range of sports are available for pupils to experiences which enable pupils to explore their</li> <li>• teachers are successfully implementing aspects of physical activity into their classroom each day.</li> </ul>	<p>This training is applied in all P.E lessons. The P.E scheme from KIXX also supports staff when planning their lessons.</p> <p>All staff and children take part in the daily mile.</p> <p>Our school works with partners to ensure all children meet the swimming National Curriculum standard before they leave primary school.</p> <p>The engagement of <u>all</u> pupils in regular physical activity</p> <p>The engagement of <u>all</u> pupils in regular physical activity</p> <p>Go noodle, comic kids, handwriting warm ups.</p>	<p>£6700 – KIXX</p> <p>£1500- Swimming</p> <p>£800 – Playground Equipment</p>	<p>Our school is committed to continually developing confidence and competence of teachers and wider school staff to enable them to deliver high quality physical education, school sport and physical activity. The teaching of P.E. lessons is good or outstanding across both key stages. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Our children receive Physical Education lessons which are quality assured in line with the monitoring of other curriculum areas. An assessment for each child in school has been completed, assessing all children on their skills throughout the PE curriculum. (from AUT term to end of year)</p> <p>The daily mile ensures all children take part in physical activity every day.</p> <p>All children active during playtimes throughout the day</p>	<p>The skills learned in the CPD sessions will continue to be used in all P.E lessons.</p> <p>Sports premium money to be spent on swimming for next year.</p>
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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	7.5
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p> <p>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>
<p>Every class takes part in the daily mile.</p> <p>Children are given the opportunity to take part in new sporting experience to encourage physical activity. Sports week, green day and the active challenge allows the whole school to experience sports they may not have experienced before.</p>	<p>A timetable was in place to ensure this ran smoothly. All class teachers now choose a time that is appropriate to allow children to complete their daily mile. Staff also take part in this with the children to raise the profile of exercise and a healthy lifestyle.</p> <p>All staff and children in KS1 took part in 'rugger eds' experience. Children experienced new sport and staff received CPD</p>	<p>£1000 – co-curricular offer</p>	<p>Our school has a targeted approach to improving the level of physical activity experienced by all pupils. The daily mile ensures all children take part in physical activity every day. This has raised the profile of physical activity in school and encouraged children to see exercise as enjoyable.</p>	<p>All children gained a broader experience of a range of sports and activities</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	7.5
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"> <li>Children received 40 minutes a week of professional sports training from an outside agency(KIXX). This is also Continuous professional Development for all teaching staff in school.</li> <li>Physical Education is led by a subject co-ordinator who is actively supported by school leaders and given some dedicated time to quality assure and support the improvement of provision.</li> <li>All staff are actively encouraged to attend targeted and strategically identified CPD which addresses their identified development needs. Some CPD is provided to develop wider school staff.</li> </ul>	This training is applied in all P.E lessons. The P.E scheme from KIXX also supports staff when planning their lessons.	See above – KIXX £1000 – Subject Lead cover time	The teaching of P.E. lessons is good or outstanding across both key stages.	Increased confidence, knowledge and skills of all staff in teaching PE and sport
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:



<p>Additional achievements:</p> <p>Sports week, green day and the active challenge allows the whole school to experience sports they may not have experienced before, e.g. dance, yoga, karate, tennis, squash.</p> <p>Y2 children have a 45 minute swimming lesson a week</p> <p>Weekly Lunchtime squash and tennis club was funded by sport premium to allow individual children to experience a sport they may not have experience before.</p>	<p>Organise events with local sport establishments.</p>	<p>£2000 – Squash and Tennis</p>	<p>Children were provided with a broader experience of a range of sports and activities</p> <p>all staff and children in KS1 took part in 'rugger eds' experience. Children experienced new sport and staff received CPD</p>	<p>all staff and children in KS1 took part in 'rugger eds' experience. staff received CPD</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Sports day provides the children with an opportunity to be involved in competitive sports  Weekly KIXX sessions provides the children with an opportunity to be involved in competitive sports  All staff and children in KS1 took part in 'rugger eds' experience. Children experienced competitive sport.		As above		

Signed off by	
Head Teacher:	Catherine Carr
Date:	28.11.19
Subject Leader:	Katie Briggs
Date:	28.11.19
Governor:	Laura Fitzgerald
Date:	28.11.19