

# 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:
<ul style="list-style-type: none"> <li>• More before and after school clubs offered</li> <li>• Increased participation and performance in local and regional competitions</li> <li>• Sports Ambassadors in place to help develop and lead sports</li> <li>• PE Apprentice to help support and deliver PE</li> <li>• Staff CPD through the use of coaches</li> <li>• Updated equipment</li> <li>• Increased participation in inclusive events</li> <li>• School Games Award (Gold) achieved</li> <li>• Use of playground leaders (Activators) on the yard</li> <li>• Increased number of children going to events</li> </ul>	<ul style="list-style-type: none"> <li>• Link sport and physical fitness to mental health</li> <li>• Increase number of Activators to meet Active 30 during playtimes and lunchtimes</li> <li>• Develop school yard to include areas to be physical</li> <li>• Increase opportunities to exceed Active 30</li> <li>• Link OAA to maths and literacy</li> <li>• Purchase additional equipment for inclusive sports</li> <li>• Increase number of children achieving NC standards for swimming</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>	71%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%

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**

We planned to use the sports funding for additional swimming session in Summer 1 and 2.

## 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: £19490	Date Updated: July 2020	
<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:
				35%
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"> <li>- To engage all children in at least 30 active minutes per day.</li> <li>- To engage least active children in delivering active 30.</li> <li>- To promote healthy lifestyles for all children.</li> <li>- To provide a wider range of after school clubs to increase participation levels.</li> </ul>	<ul style="list-style-type: none"> <li>- Start each morning/afternoon with 10 minutes of physical exercise as well as active brain breaks when needed.</li> <li>- Sports Coach trained to deliver Fit for Life.</li> <li>- New markings on playgrounds to encourage physical exercise</li> <li>- Deliver CPD to children and staff to deliver Active 30.</li> <li>- Sports Leaders to deliver personal challenge activities on a rotation basis to engage as many children in physical activity</li> <li>- Sports Coach to deliver clubs to engage as many children as possible in physical activity.</li> </ul>	£10825.66	<ul style="list-style-type: none"> <li>- All children are engaged in physical activity throughout the day.</li> <li>- More playground leaders than ever before including targeted children from KS2 to ensure that they are promoting active play times through the teaching and implementation of play ground games.</li> <li>- Children have enjoyed using the new playground markings for physical exercise at play times and lunch times.</li> <li>- Least active children engaged in Active 30 and</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to employ sports coach to ensure active 30 and variety of after school clubs continues.</li> <li>- Playground leaders and activators to be involved in making active 30 videos to enthuse other children.</li> <li>- To use staff more as active role models for children.</li> <li>- To celebrate participation in physical activity more and in new ways.</li> <li>- Fit for life Day to train and enthuse staff and children.</li> </ul>



	<ul style="list-style-type: none"> <li>- Provide a range of clubs to entice the least active. Highlight least active and target these for lunch time clubs.</li> <li>- After school club taster sessions run by sports coach to enthuse children.</li> </ul>		<p>Change 4 life club one lunch time per week ran by member of teaching staff.</p> <ul style="list-style-type: none"> <li>- Increase in numbers of children trying new sports in after school clubs, including inclusive sports.</li> </ul>	
<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:
				7%
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"> <li>• All pupils and staff will further develop an awareness of the importance of PE and physical activity.</li> <li>• Opportunities to celebrate PE more often</li> <li>• Opportunities for more children to be involved in competitive sport</li> <li>• More children actively participating in physical activity at lunchtimes and playtimes</li> </ul>	<p>Staff CPD on the positive effects of PE on both mental and physical well-being. (Team up staff training)</p> <p>3 School games boards in place to celebrate participation in PE.</p> <p>Regular blogs and Marvellous Me's to celebrate achievements and participation in PE.</p> <p>More taster days for all children to give experience of new physical activities.</p> <p>Use links with local sixth form college for additional coaching</p>	£2190	<ul style="list-style-type: none"> <li>• Staff commitment and increased opportunities for children to be active during the school day</li> <li>• Staff, children and parents aware of events and successes so participation, self-esteem, pride and enthusiasm increased</li> <li>• Children have had an opportunity to compete competitively in sporting events such as cricket.</li> <li>• Children being given equal game time in competitions to give positive experiences of competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly staff meeting to further engage staff in the importance of physical activity</li> <li>• Using staff as positive role models for being physically active.</li> <li>• Development of the website to incorporate more information on PE such as the curriculum and links to local clubs etc.</li> <li>• Sports leaders and Sports coach to organise termly intra-school sports event for all children to experience competitive sport.</li> </ul>

	<p>sessions and use of sports field for intra school competitions.</p> <p>Children involved in sports clubs and competitions celebrated by all staff to encourage other children to take part.</p> <p>The purchase of new equipment for a wide variety of clubs to encourage participation.</p> <p>Allocate extra funds for transport of more children to events.</p>		<ul style="list-style-type: none"> <li>• More B &amp; C teams have competed in cluster organised sporting fixtures such as football</li> <li>• More children than ever being physical active on a lunchtime</li> <li>• Children involved in competitions celebrated in assemblies.</li> <li>• More inclusive events attended.</li> <li>• Increased participation and decreased behavioural incidents</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to organise additional inter school competitions</li> <li>• Sports coach to deliver more taster sessions for lesser known sports to increase participation.</li> </ul>
--	---	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				32%
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>Staff CPD in areas identified by teachers</p> <p>Teaching of PE is outstanding and consistent across the school</p>	<ul style="list-style-type: none"> <li>Dance coach to deliver curriculum with support from the teachers</li> <li>Fit for Life coach to deliver introductory programme day and to work with Sports Coach who can deliver across the school.</li> <li>Team Up kids training for two Ks1 and 2 teachers to be then rolled out in school.</li> <li>Swimming course for member of staff to help and support swimming provision</li> <li>Coach to deliver FMS to year 1</li> <li>Coaches to deliver net and wall games, gymnastics, striking and fielding games and disability sports to key members of staff</li> <li>Sports Coach in school to help deliver PE</li> </ul>	£9941	<ul style="list-style-type: none"> <li>Children actively engaged in lessons</li> <li>Teachers more confident to deliver lessons across the school</li> <li>Lesson observations identify consistency of approaches and good progress</li> <li>Standard of PE is raised across the school</li> <li>More children accessing before and after school clubs as offer of clubs has increased</li> </ul>	<ul style="list-style-type: none"> <li>Staff to work alongside other members of co-teach in order to up skill more members of staff</li> <li>Provide more opportunities for staff to lead clubs, during, after school etc.</li> <li>Further CPD for new PE lead.</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%



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>All children to be offered opportunities to participate in a larger variety of sports</p> <p>Additional achievements:</p>	<p>Timetabled before school, lunchtime and afterschool clubs every day led by specialist coaches and PE Coach</p> <p>Increase in provision and opportunity of inclusion sports – part of SLA used for specialist disability sports coach and equipment purchased.</p> <p>Sports Ambassadors to talk to classes regarding clubs and to offer taster sessions</p> <p>Equipment to run new clubs such as boccia, kurling and blind football.</p> <p>Clubs offered to EYS, KS1 and KS2</p>	£1000	<ul style="list-style-type: none"> <li>• A wider variety of clubs offered than ever before</li> <li>• School noticeboard offers information on local clubs</li> <li>• Local clubs encouraged to offer taster session days to engage children (eg Hoopstarz)</li> <li>• Local clubs promoted as part of Active Ted</li> </ul>	<ul style="list-style-type: none"> <li>• TAs to deliver more after school clubs alongside Sports Coach</li> <li>• Equipment now in place for inclusive sports.</li> <li>• Achievements of children in out of school activities celebrated in school.</li> <li>• Sports coach training for disability sports</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21%
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>To participate in all events and festivals</p> <p>Provide opportunities for as many KS2 children as possible to take part in competitive sport in alternative venues</p> <p>Increase the number of B and C teams going to events.</p> <p>Take part in all KS1 opportunities</p>	<ul style="list-style-type: none"> <li>Investment in SLA competition package and enhanced credits for external coaching</li> <li>Curriculum based around the competition calendar</li> <li>All staff to have access to the competition calendar</li> <li>Clubs timetabled to match the competition calendar</li> <li>Participate in as many Plate competitions as possible</li> <li>Take B and C teams to as many events as possible</li> <li>Links made with clubs; clubs to come in to deliver taster sessions</li> <li>Children asked about the kinds of clubs they would like to see at Reid Street.</li> </ul>	£6519	<ul style="list-style-type: none"> <li>Increased participation in competitive sports</li> <li>More children have taken part in competitive events due to Plate competitions, friendly football matches and B and C teams</li> <li>More clubs running taster sessions in school</li> <li>More children are participating in competitive sport clubs outside of school</li> </ul>	<ul style="list-style-type: none"> <li>Long term coaching plan in place</li> <li>Maximise the number of children attending each club</li> <li>Sporting achievements celebrated more in school.</li> <li>Use Class Dojo to advertise local sports clubs to parents.</li> <li>Sporting award night for children who have attended events.</li> <li>An active school display in school to celebrate staff and pupils being active.</li> </ul>

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	
Date:	
Governor:	
Date:	