



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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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.

THIS IS A WORKING DOCUMENT AND WILL BE UPDATED AS THE YEAR GOES ON.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Activities and visitors during our Healthy Week were a real success and have been rebooked for this year.</p> <p>Taking part in more competitions and events with the Jack Hunt partnership.</p> <p>All year groups taking part in The Daily Mile and increasing the number of minutes that children are active.</p>	<p>Continue to work on swimming and research how other schools get a greater number of pupils to swim 25 metres.</p> <p>PE lead to look at ways to improve assessment in PE.</p>

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>	<p>%</p> <p>Data to be added after Year Six children have attended top up swimming</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>%</p> <p>Data to be added after Year Six children have attended top up swimming</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p> <p>Data to be added after Year Six children have attended top up swimming</p>
<p>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?</p>	<p>Yes/No</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: 2018/19		Total fund allocated: £18790		Date Updated:06.03.20	
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		
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:
Active Maths scheme renewed to support maths teaching in an active way.	Using the scheme of work and resources to ensure that lessons are more active and to promote enjoyment.	£2395	This resource has also been used as in intervention for children in KS2. " Add comment of child voice"	Monitor usage and ensure that teaching and support staff are confident with using it.	
New equipment for children to use at play times, lunch times and within PE lessons.	Children bring more active and taking part in games and activities that require equipment.	£676.37	Increased activity levels at different points through-out the day.	Ensure that equipment bought is stored carefully and looked after.	
Training children and lunch time staff to be 'Playground Leaders'	Children to lead playground activities at lunch times.	**	Greater number of children taking part in child-led activities at lunch time.	Monitor activities and rota to ensure children are interested in the activities.	
To use technology in a positive way to promote physical activity.	Use technology based competitive games to improve physical activity.	£5252	Fostering children's interests. Children developing their skills.	Ensure all classes have the opportunity to use these	

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	
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:
To improve behaviour and physical activity at lunch times.	We hired a company to come and complete a lunch time audit to support with making positive changes at lunch times.	£775	This is still in the early days and the impact will be measured in Summer term.	Using the findings from the audit we can continually improve provision and activities that we offer at lunch times and in future years.
For a higher percentage of children to leave at the end of KS2 being able to swim a minimum of 25 metres.	Top-up swimming to give those children who are not yet swimming 25 metres extra time and teaching.	Cost to be added when finalised.		PE lead to develop links with other schools who have a greater number of children able to swim 25 metres and see how swimming is taught.
'Roots to Food' workshop for the whole school to teach the importance of a healthy diet and exercise.	Children to have gained a deeper understanding of food choices and the impact that these have on their body. Children to also look at different ways to keep fit and how much exercise you would need to do to burn off calories in certain treats.	£600		Think of other ways to support children in making healthier food choices.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Buying into the Get Set 4 PE scheme to improve 'teacher taught PE' lessons and assessment.	Teachers to be more confident with teaching sequences of PE.	£825	Better assessment in lessons both teacher assessment and self-assessment. Lessons that are sequenced and build upon previous taught skills.	PE lead to host a staff meeting to show class teachers how to use the scheme.
NQT to attend 'Newly Qualified Teacher' PE course to improve knowledge and confidence in teaching PE.	Teacher to have gained knowledge and skills to use during curriculum time PE lessons.	£		PE lead to gain feedback and support further where necessary.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Increase the number of clubs offered and the number of children attending them.	Following on from a parental questionnaire, we looked at the range of clubs that we offer and introduced some new ones based on children's interests.	£??		Continue to monitor take up of clubs and look at ways of further increasing the number of children that take part.
TA to complete Sports TA training course.	To gain qualification and experience by working alongside	**		Research other training courses and qualifications.

	the PE lead and other Sports Coaches.			
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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:
Paying in to the Jack Hunt PE cluster to develop links between other schools and use the facilities that children would not usually get to use. This includes PE trips, Inspire+ package, Health and Well-being day, Bronze ambassador training, Sports Awards.	Children to take part in a range of events hosted by Jack Hunt. Supply for PE lead to attend cluster meetings. Transport to take children to the events.	£3700 £1011.34	A full calendar throughout the school year of different sports and events for children to take part in. Children competing against children from other schools within PKAT and the cluster.	PE lead to attend meetings and liaise with class teachers to ensure that these events are taken full advantage of.

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