



# 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>• Use of Shane Kiely (a secondary PE teacher) for CPD Continued professional development. All teachers make detailed notes on each session and then teach a follow up session before Shane comes in the following week. Staff will observe Shane and also have an opportunity for teamteaching/ re-teaching the sessions under Shane’s guidance.</li> <li>• Use of Shane Kiely to coordinate cluster events.</li> <li>• Use of Shane Kiely to organise extra curricular activities.</li> <li>• Forest School (COAT Coats On Active Time) have proven to be very popular. Initially started for Pupil Premium children they were rolled out across the school. This has had a positive impact on behaviour, mental health and physical activity.</li> <li>• Silver Mark for 2019/19</li> </ul>	<ul style="list-style-type: none"> <li>• Increase staff confidence in teaching games.</li> <li>• Introduce sports council and sports ambassadors.</li> <li>• Increase opportunities for those children who are less active to do lunchtime or after school clubs</li> <li>• Use child sports leaders to run lunchtime clubs.</li> <li>• Maintain Silver status for sports mark.</li> <li>• Encourage children to take on personal sports challenges</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>	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?	0% Due to Covid-19 this element was unable to be completed.
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?	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: £17,070 + £14,062 roll over		Date Updated: July 2020	
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	
				24.8%	
		Funding allocated:		Sustainability and suggested next steps:	
Daily Mile.	All children and staff to engage in the Daily Mile (every day even during inclement weather)	£0		All children spend at least 15 minutes walking or running the Daily Mile. This has shown a positive impact on their learning during the morning sessions.	Implement an afternoon Daily Mile. Have a Daily Mile track installed.
Construction of new equipment linked to the Trim Trail.	Children to improve their upper body strength and become more active during play times.	£7720.12		It was noticed during a PE audit that children were unable to use the indoor climbing apparatus at a young age- they had a lack of upper body strength and seemed to be afraid to take a risk as they	Look at introducing a further piece of equipment installed.

			<p>climbed. The older children were also quite static during playtimes.</p> <p>With the installation of a piece of apparatus linked to the current Trim Trail this has had a major impact- the younger children are climbing, swinging and using their upper body daily. The lack of risk has changed too as they will climb to a greater height without thinking about it.</p> <p>It has also had an impact on the older children too as they are using it during play times to play a version of TAG hence more active.</p>	
<p><b>Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
		Funding allocated:		Sustainability and suggested next steps:
<p>Allow children to share in each other's successes.</p>	<p>Create an interactive sports display board to include successes out of school too.</p> <p>Post photos to website and include on the weekly newsletter.</p>		<p>Due to COVID-19 this has been an element we have been unable to keep up. It will be a priority from September.</p>	<p>Promote the idea on website and newsletters.</p>

<p>Incorporate PE into other areas of the curriculum.</p>	<p>Outdoor maths Outdoor phonics</p>		<p>This was an area that we started to do well and staff had arranged to carry out at least one outdoor activity per term.</p>	<p>Work with staff to ensure this is an area that is planned for in September.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	15.4%
		Funding allocated:		Sustainability and suggested next steps:
All teachers should be able to observe Mr Kiely for 1 lesson per week for 1 term and use knowledge gained to teach a second lesson during the week.	All teachers to use Mr Kiely's plans and suggest ways in which they would change them for the 2 <sup>nd</sup> lesson in order to move the children's learning forward.	£4680	All teachers confirmed that they felt more confident to teach gymnastics after these sessions (due to COVID-19 the sessions on dance, invasion games and athletics were unfortunately not carried out)	To work with Mr Kiely to produce a revised timetable of activities looking at the areas missed and when they can be done due to weather restrictions and timetabling.
PE lead to attend the annual PE conference.	Workshops chosen linked to the areas we are concentrating on- outdoor learning, playground equipment and games.	£99	Staff meeting time was allocated for PE lead to feedback to rest of staff.	External providers were contacted but due to COVID-19 these meetings have not been able to take place.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	4.8%
		Funding		Sustainability and suggested

		allocated:		next steps:
Sports week activities to include a range of different sports to those that they encounter during their PE lessons: Zorb football, Ultimate Frisbee, skateboarding, archery with a view of interesting the children to take up the activities out of school.	A provider was found that specialised in alternative sports and was booked for Sports week. Unfortunately, due to COVID-19 this was not able to be carried out.	£1,500		The same activities will be carried out during the next sports week in 2021.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	14
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 participation in sports competition/festival and workshops through ensuring all pupils are able to go	<p>To provide transport for competitive activities.</p> <p>Use TAs to support some sporting activities so more children can go to competitions.</p> <p>Use of Specialist PE teachers to encourage participation and identification of children during sessions.</p> <p>PE lead to work closely with the cluster to ensure a wide variety of competitive sports takes place throughout the year and for a variety of different year groups.</p>	<p>£458.95</p> <p>£173.39</p> <p>£3529.99</p> <p>£175</p>	<p>New events - Cross country at Stonar - October 2019</p> <p>Dance workshop.</p> <p>Hockey February 2019</p> <p>Cricket coaching Y6</p> <p>Dance Day</p>	Look to having further matches with other schools outside of the cluster events e.g. Shaw

	<p>Organise the admin- emails, transport, communications etc.</p> <p>Ensure competitive sport is taking place in school by planning competition within House Groups.</p> <p>To organise a whole school competitive sporting event (School Sports Day)</p>			
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Fund allocated: £31,132

Total spend £18,336.45

Roll over: £12,795.55

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	
Date:	
Governor:	
Date:	