

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Commissioned by



Department  
for Education

Created by



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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 **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:	Areas for further improvement and baseline evidence of need:
New PE shed Greater range of clubs available Further equipment purchased Staff showing greater confidence in delivering PE lessons Exposure to different sports from outside agencies Progression of skills for Gymnastics Drumz Aloud held a workshop for every class	Exposure to more sports – PE for all. Further equipment required for additional classes Continuing CPD for all staff especially NQTs

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	Numbers to be confirmed when possible to conference children
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Numbers to be confirmed when possible to conference children
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Numbers to be confirmed when possible to conference children
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?	<b>This was scheduled to take place with some of year 6 having lessons at Cranbourne before school closure. Year 4 swimming lessons were cancelled due to lockdown and this will need to be addressed next year</b>

## 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: £18,823		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: 34.5 %
Intent	Implementation		Impact		
Children to have a positive attitude to Sport and keeping healthy in general. To have a willingness to take part in a range of sports on and out of school. To know the benefits of regular exercise.	Every child to receive 2 PE lessons a week with a different focus each half term. Additional equipment purchased to make sure that children are fully engaged throughout the lessons. To make sure all PE equipment is easily accessible.	Funding allocated: £3000	Mats Benches/agility table Rugby balls, belts, tags Rounders Shelving for PE shed Further equipment to be bought ready for Summer term Storage boxes Hockey sticks Frisbees Tennis racket handles Additional items	£375 £495 £120 £ 50 £500  £250 £250 £ 30 £ 60 £870	Sustainability and suggested next steps: Due to the increase in classes, one and half classes need to be outside on several occasions so more equipment is needed. Tennis racket handles need recovering and new hockey sticks required (cannot assume present free outside agency lessons will continue for much longer so need to be prepared) Year 5 (or 4) to be trained to take on roles of Play makers for September '20. (Using the lunchtime equipment to help with the games). (TBA) Contact provider and see if still available for Play maker training or can provide the resources for in-house training. This will be carried over possibly to September '20 for the then Year 5.
		£2000	Range of equipment bought such as hoops and balls. Container purchased.	£ 140 £1530	
		£1500	Year 6 followed a rota for lunchtimes, organising games using the skills they were taught at the end of Year 5. This worked well until new lunchtime equipment was bought. The bibs worn made them easily identifiable. As		

			Year 6 are carrying out colour team duties, this might be a role for Year 5.	
<b>Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
Intent	Implementation		Impact	
To encourage a positive attitude to physical activity in and out of school.	School sports notice board with links to outside school clubs. To provide opportunities for children to experience a range of different sports / activities  To provide in-school colour team competitions. Sports Day (medals)	Funding allocated: £1000 £1500 c/f  £200	Drumz Aloud held a workshop for each class which every child was able to access and thoroughly enjoyed. Aim to have a Quidditch workshop later in the year. Frisbee will be taught again this year extending it to using plastic Frisbees to make it more competitive. Aim to hold a colour team competition over lunchtimes Not possible to hold Quidditch workshops so monies carried forward. Sports Day not possible – monies carried forward. February, one afternoon to tie in with Sports Relief, every child took part in two different colour team competitions from chess to rugby	Sustainability and suggested next steps: To look into a further range of sports that children can take part in during lessons – make sure children are signposted to clubs out of school. Continue to offer a range of clubs provided by staff (table tennis, netball, rugby and cricket in Summer term). Football and badminton provided by outside agency. Encourage staff to provide further clubs at lunchtime too.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			17%
Intent	Implementation	Impact	
<p>Trained member of staff to continue to support staff with PE lessons through team teaching / observation / provision of clear plans / discussion of plans.</p> <p>Continue to assist with raising staff confidence to deliver high level engaging lessons, to be able to assess pupils and to adapt planning to the needs of the class.</p>	<p>Cover provided for member of staff to be released to support staff, look at planning and progression of skills documents.</p> <p>Outside agency to give training on gymnastics – the one particular area identified by staff as wanting additional help.</p>	<p>Funding allocated: £2200</p> <p>£1000 c/f</p>	<p>All staff have embraced the challenge of taking their own PE lessons so clearly feel confident. This is evident in that Dance lessons have been adapted to fit with project work where possible by staff. Children appear engaged and enjoying the sessions and when conferenced, they are without exception, positive about their PE lessons. Progression of skills for gymnastics has been provided to make sure there is a whole school flow.</p> <p>Due to lockdown, not possible for Gymnastic work shop – carry forward for next year,</p> <p>Sustainability and suggested next steps: To continue to monitor PE lessons, providing support when needed. Outside agency for gymnastics training to be sourced. – for next year.</p> <p>Check whether further outside agencies needed to deliver training in any specific areas. Check impact of gymnastics training. Use present staff with specific sport skills to help other less confident teachers eg. cricket PE leader to be released to team teach sessions and provide planning support for year teams to support subject knowledge in key areas identified.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>Additional achievements: To encourage a wider range of children to take part in sports thereby raising the general level of fitness and attitude to sport across the school.</p>	<p>Range of clubs before, during and after school held by staff and outside agencies.</p>	<p>Funding allocated:</p>	<p>Table tennis club Two rugby clubs Netball club Cricket club summer term Rounders club summer term - Clubs will not take place in the summer term Morning football (Soccer School) After school football (Chelsea) Ball skills / badminton</p>	<p>Sustainability and suggested next steps: Soccer School and Chelsea pay for themselves as children pay for lessons. Encourage more staff to run clubs including LSAs with lunchtime activities and fund morning clubs to encourage greater participation by a wider range of children.</p>

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