

# 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](#) 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 2020:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> <li>1. Extended PE, School Sport and Physical Activity (PESSPA) Professional Development for staff to ensure highest quality outcomes for our children</li> <li>2. Audited and identified current 30 minutes a day provision across the school, established baseline and developed further opportunities for healthy, physical activity in school</li> <li>3. Increased the range and amount of healthy physical activity and competitive opportunities available to all children within and beyond the curriculum sessions including lunchtimes</li> <li>4. Extended the extra-curricular programme of physical activity opportunities available to all children – to extend provision outside of school sessions for all groups of children.</li> <li>5. Developed a house system to support the development of inter-school competition</li> </ol>	<ol style="list-style-type: none"> <li>1. Further develop the 30 minutes a day programme to ensure all children have the opportunity to engage in 30 minutes a day healthy, physical activity in school</li> <li>2. Further develop and extend additional, inclusive competitive opportunities available for all children within the PE Curriculum as part of the development of our Inter-House Programme.</li> <li>5. Support the new sports team in continuing to provide high –quality sustainable sports provision.</li> </ol>

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>	<p>Due to Covid-19, swimming did not take place in the previous academic year.</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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?

## 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: 2020/21	Total fund allocated: £19,140	Date Updated: 01/09/20	
<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:
			%
Intent	Implementation	Impact	85%
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?:
Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities.	<ul style="list-style-type: none"> <li>Internal Staff to provide additional physical activity opportunities</li> <li>Mrs Winter to provide daily, extra curricular sports/wellbeing sessions at lunchtime and afterschool</li> <li>Mr Hextall to provide additional Football sessions on weekly basis</li> <li>Mrs Bailey providing additional weekly Running Club</li> <li>Mrs Calvert (Midday Supervisor) – to provide additional Football session at lunch-times</li> <li>Advertise clubs on PESSPA Noticeboard</li> <li>All year groups to deliver a health and fitness unit three times over the academic year.</li> </ul> <p><i>These are our plans for this academic year but we are restricted due to Covid-19. As soon as we are allowed to run after school clubs we will.</i></p>	£10,316 (CW) £1,107 (TC) £767 (CB)	<b>Evidence</b> <ul style="list-style-type: none"> <li>Extended Extra-Curricular Sport and Physical Activity Programme</li> <li>All programmes in place and children engaging on a regular basis</li> <li>Active Playground Programme in place</li> <li>Participation Registers</li> <li>PE, School Sport and Physical Activity (PESSPA) noticeboard updated</li> </ul> <b>Impact / Outcomes for Children:</b> <ul style="list-style-type: none"> <li>Increased awareness of the wide range of different types of healthy activity available</li> <li>Increased opportunities for healthy activity available</li> <li>Increased number of children participating</li> <li>in school clubs Children are accessing structured, healthy physical activity at lunchtimes</li> </ul>

			<ul style="list-style-type: none"> <li>Increased awareness of health and fitness and the positive effects it has on your mind and body.</li> </ul>	
	<p><b>Targeting non-engagement/attitudes</b></p> <ul style="list-style-type: none"> <li>Identify and target less-active children and encourage them to become more active</li> <li>Review participation registers to identify non-participants</li> <li>Pupil voice to identify reasons for non-participation</li> <li>Offer some extra opportunities (CW could provide some of these) <ul style="list-style-type: none"> <li>With the House Team captains help, carry out a survey in September to find out the enjoyment levels of physical activity and how often children are being physically active.</li> </ul> </li> <li>Target non –active children to Fitbit Challenge.</li> <li>Ensure teachers are carrying out 30 minutes a day physical activity – time in staff meeting to show some different ways people can achieve this (Just Dance etc).</li> <li>Have a ‘change for life’ club and invite the less active children. <ul style="list-style-type: none"> <li>Purchase additional equipment, resources and storage to support PE/New sports and Extra-Curricular Healthy Active Engagement Programmes</li> </ul> </li> <li>Develop a regular ‘change4Life’ club and invite the less active children. <ul style="list-style-type: none"> <li>Carry out a Change4Life Festival within school. Classes to come off</li> </ul> </li> </ul>	<p>Release for sports team, £2,500</p> <p>Resources, Equipment and storage costs (including Apple music) £650</p> <p>Top Up swimming £800</p> <p>Change4Life day £1000</p>	<p>Evidence</p> <ul style="list-style-type: none"> <li>Registers of target children available and evidence of review</li> <li>Evidence as for 30 minute programme</li> </ul> <p>New equipment in place</p> <ul style="list-style-type: none"> <li>Pupil and Staff Voice surveys</li> </ul> <p><b>Impact / Outcomes for Children:</b></p> <ul style="list-style-type: none"> <li>Increased engagement in exercise</li> <li>Increased understanding of the benefits of exercise for health</li> <li>Improvement in sense of health and well-being</li> <li>Increased participation by children who normally don’t engage with sporting / physical activity opportunities</li> <li>Children engaging in healthy, physical activity within other curriculum subjects e.g. Science</li> <li>Fitness levels for all, but with a particular focus on the less active children, will increase.</li> </ul>	

	<p>curriculum for the day; whole school assembly via Teams and then health and fitness related activities for the rest of the day.</p> <ul style="list-style-type: none"> <li>• Use resources to capture pupil and staff voice to identify the amount of physical activity children are doing in PE lessons and across the school</li> </ul> <p><b>Provide additional Top Up Swimming</b></p> <ul style="list-style-type: none"> <li>• Target Years 5 and 6</li> <li>• Subject lead to monitor the teaching of swimming every short term</li> <li>• Initial assessment of the 3 key points to be carried out in the first week and progress to be monitored.</li> <li>• Ensure Swimming teacher is fully aware of the primary curriculum swimming demands.</li> </ul> <p><i>These are our plans for this academic year but we are restricted due to Covid-19. As soon as we are allowed to run after school clubs we will. It is unknown if swimming will happen this year.</i></p>			
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	13%
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>Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity in line with curriculum review.</p>	<p>Ensure PE and Sport Premium Plans are continued to be embedded within and inform the Whole-School SDP with a focus on mental health and wellbeing</p> <ul style="list-style-type: none"> <li>• Link this years' actions and outcomes to whole-school priorities.</li> <li>• PE Lead to ensure PE and Sport Premium Plans continue to strategically link to whole-school priorities</li> <li>• Specific planning and guidance to develop our school 30 min offer to all pupils – link to learning in other subjects (see Section 1 above)</li> <li>• Continue to develop an inclusive, in-school, sport and physical activity competition that supports the development of many transferable skills including teamwork, working together, leadership, planning and evaluating etc</li> <li>• Link PE, School Sport and Physical Activity curriculum objectives to the new Curriculum Values/Intent <ul style="list-style-type: none"> <li>• We would like to further develop opportunities to recognise and share achievements include website updates, social media, school newsletter and sports display board.</li> <li>• To embed the new key skills curriculum and assessment procedures with all staff.</li> <li>• -Identify new programmes/ CPD and resources to support active learning across whole school</li> <li>• Develop links with whole school focus on healthy Eating</li> </ul> </li> </ul>	<p>See costings above</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Review of curriculum complete Autumn</li> <li>• All requirements for Sports Premium met <ul style="list-style-type: none"> <li>• 30 Minutes a Day Programme and resources in Place</li> </ul> </li> <li>• Staff/Pupil Voice surveys complete</li> </ul> <p><b>Impact on Staff</b></p> <ul style="list-style-type: none"> <li>• Greater understanding of how PE &amp; Sport Premium– focus mental health and wellbeing – link with Resilient Rosie and Teamwork Twins particularly.</li> <li>• Key Strategic Actions Identified which will have the greatest, most sustainable outcomes for our children</li> </ul> <p><b>Leading to the following Impact / Outcomes for children:</b></p> <ul style="list-style-type: none"> <li>• More sustainable opportunities embedded across the school</li> <li>• Children upskilled and using new, transferable Leadership and communication skills</li> <li>• Increased awareness of the wide range of different types of healthy activity available</li> <li>• Increased opportunities for healthy activity available</li> <li>• Increased engagement in exercise</li> <li>• Increased understanding of the benefits of exercise for physical and mental health <ul style="list-style-type: none"> <li>• Improvement in sense of health and well-being</li> </ul> </li> <li>• Increased participation by children who normally don't engage with</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Develop link in children’s understanding between engagement in healthy physical activity programmes and the importance of healthy eating(Link to Healthy Eating initiatives in school)</li> <li>• Develop links to PHSE programme around health</li> <li>• The Sports Team will continue to capture pupil and staff voice to identify the amount of physical activity children are doing in PE lessons and the perceived impact on personal development and behaviour</li> </ul>		<p>sporting / physical activity opportunities</p> <ul style="list-style-type: none"> <li>• Increased number of children participating in school clubs</li> <li>• Children are accessing structured, healthy physical activity at lunchtimes. Children engaging in healthy, physical activity within other curriculum subjects e.g. Science</li> </ul>	
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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	
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:
Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity	<ul style="list-style-type: none"> <li>Continue to develop CPD as staff needs identified including working with CW providing extra-curricular clubs (new sports for school), assistance with planning (especially in new unit Health and Fitness)'</li> <li>Support staff with the new key skills curriculum and assessment procedures.</li> <li>Sports Team to attend Webinar on Safe practice in PE, School Sport and Physical Activity. This will include important health and safety issues pertaining to the teaching and learning of PE. Information on controlling the transmission of coronavirus in PE lessons and providing and exemplar Covid-19 risk assessment.</li> </ul>	See costings above	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Meetings taken place/guidance on planning and assessment staff feel confident in delivering new health and fitness unit.</li> <li>Action Plans on website</li> <li>Key Strategic Actions Identified, linked to whole-school priorities, ensuring the greatest, most sustainable outcomes for our children</li> <li>Staff Voice for CPD complete</li> <li>Lesson Plans</li> <li>Lesson Observation</li> <li>Learning walks</li> </ul> <p>(lesson observations and learning walks aren't happening currently due to Covid-19)</p> <p><b>Impact / Outcomes for staff:</b></p> <ul style="list-style-type: none"> <li>More effective subject leadership</li> <li>Clearer understanding of what needs to be done / key priorities and actions to ensure compliancy</li> <li>Improved confidence in teaching good and outstanding PE lessons in the identified areas</li> <li>Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained,</li> </ul>	

			vigorous physical activity in these areas <ul style="list-style-type: none"> <li>• More effective planning skills including clearer progression of skills and knowledge</li> </ul>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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 range of activity opportunity outside the curriculum in order to get more pupils involved.	Engage Sports HLTA to extend physical activity opportunities <ul style="list-style-type: none"> <li>• Provide after school provision in a range of activities for each year group in turn including new sport opportunities Internal Staff to provide additional physical activity opportunities</li> <li>• Mr Hextall to provide additional Football sessions on weekly basis</li> <li>• Mrs Bailey providing additional weekly Running Club</li> <li>• Mrs Calvert (Midday Supervisor) – to provide additional Football session at lunch-times</li> </ul> <p><b><i>These are our plans for this academic year but we are restricted due to Covid-19. As soon as we are allowed to run after school clubs we will</i></b></p>	See costings above	Evidence <ul style="list-style-type: none"> <li>• Sports Clubs / Physical Activity Timetable</li> <li>• Participation Registers</li> <li>• New equipment purchased and used</li> <li>• Widened range of healthy activity opportunities</li> <li>• Extended Extra-Curricular Sport and Physical Activity programme</li> <li>• Discussions with children / Pupil Voice Impact / Outcomes for Children</li> <li>• Increased awareness of the wide range of different types of healthy activity available</li> <li>• Increased opportunities for healthy activity available</li> </ul>	

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:
To introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate.	<ul style="list-style-type: none"> <li>Sports Team to arrange intra-house competition in House Teams.</li> </ul> <p>(we would normally buy into the SGS sports fixtures package but due to Covid-19 we decided not to this academic year. What we would like to do is arrange our own sporting events within school...this is still restricted at the moment due to class bubbles).</p> <ul style="list-style-type: none"> <li>Sports Team to liaise with children and parents and encourage children to share sporting experiences outside of school. These achievements can be celebrated on the Sports board.</li> </ul>	We would normally allocate £2000 for travelling to tournaments).	<p>Evidence</p> <ul style="list-style-type: none"> <li>Competition Programme Summary Sheet</li> <li>Award Register</li> <li>House Awards</li> <li>Participation Registers               <ul style="list-style-type: none"> <li>Sports Board displaying achievements</li> </ul> </li> </ul> <p><b>Impact / Outcomes for Children</b></p> <p>Increased pupil:</p> <ul style="list-style-type: none"> <li>Experience of competition against self and others</li> <li>Experience and understanding of rules and scoring systems</li> <li>Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship</li> <li>Confidence</li> </ul>	



Signed off by	
Head Teacher:	VICKY ROSS
Date:	31/8/20
Subject Leader:	CAROLINE BAILEY
Date:	31/8/20
Governor:	FINANCE COMMITTEE
Date:	21/10/20