

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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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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
Gold sports mark Wide variety of after school clubs Inclusive PE lessons Integration into a range of competitions Targeted provision for less active pupils Pupil premium focused PE Trained playpals to lead lunchtime activities.	CPD of staff to build confidence Introduction of PE passport for assessment Implementing Active Literacy across the school Implementing Active Maths across the school

Meeting national curriculum requirements for swimming and water safety.	Based on parent survey carried out summer 2020
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	54.7%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	43.8%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	6.2%
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?	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: £		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:
					%
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:
Sports coach to lead sports activities each lunchtime and set up focused activities on each playground to be led by playpals (pupil leaders) Breakfast sports clubs provided to each year group. A 15% target of the whole school is being given direct targeted provision to increase activity levels.	Setting up and training Playpals. Organisation of playpod to ensure engaging activities for all year groups. Timetable of sports coach to share time equally between year groups. Pupil premium and less active children (15% of whole school) receive focused sports provision to prepare them for the upcoming school day.		£ Sports coach wage.	Due to breakfasts clubs arranged for focused pupil premium children, PP and less active (15% whole school) children receive additional directed coaching time	Subject leader will evaluate and amend breakfast clubs, timetabling and CPD opportunities for all staff based on the needs of the children. Subject leader will continuously monitor that all children receive 30 minutes of physical activity on a daily basis.
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:

Pupil premium children are allocated directed PE sessions on a weekly basis.		Sports coach wage.		Class teacher to offer directed coaching as part of CPD opportunities working with sports coach/lead.
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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:
School teaching staff are working alongside Sports Coach to develop confidence and subject/curriculum knowledge. Coaching plans have been implemented to set and monitor achievable targets for all teaching staff. Sports lead to offer CPD opportunities to staff to develop PE through thematic learning opportunities. – Sports lead and sports coach to work with staff as well as twilight CPD sessions.	All teaching staff being allocated team teaching opportunities to develop confidence and knowledge on a 4 week plan. Staff to be observed by PE lead and Sports Coach to determine if coaching points have been implemented. Whole staff CPD questionnaire completed and evaluated by Sports lead and Sports coach. Timetable of Sports coach allows directed coaching – targeting thematic learning opportunities.	Sports coach wage.	Sports coach spends directed time with each year group on a daily basis.	Sports lead to offer CPD opportunities to staff to develop PE through thematic learning opportunities. Sports lead to monitor areas for development in teaching staff and offer coaching and CPD whole school opportunities to develop these areas. Sports coach is now working closely with each year group to offer CPD opportunities, including team teaching and directed coaching.
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:

<p>Additional achievements: PE taught thematically across the school to embed in a wide range of lessons. A wide range of sporting clubs offered across the school to all children. Sports lead to offer CPD opportunities to staff to develop PE through thematic learning opportunities.-</p>	<p>Sports lead, sports coach and English lead given CPD opportunities to encompass thematic opportunities for English and PE. Sports lead and coach to utilize staff members to lead clubs they are confident in leading. Timetable of Sports coach allows directed coaching – targeting thematic learning opportunities.</p>	<p>Sports coach wage.</p>	<p>Sports lead, sports coach and English lead collaborated to ensure a quality thematic learning approach – active maths/literacy.</p>	<p>Sports lead to offer CPD opportunities to staff to develop PE through thematic learning opportunities. Sports leads to organise inter-house and Multi Academy Trust competitions in line with global, national and local sporting events to promote an interest in a range of sports upon resumption of competitions.</p>
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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:
School entered into local leagues across a range of different sports. School run a range of inter house and Multi Academy Trust competitions.	Sports coach and lead to organise competition to target a range of abilities.	Sports coach wage.	Uptake of children on a termly basis of the offered clubs, leading to some clubs being duplicated to facilitate. – PP clubs	Continue to enter, organise and implement a range of sporting competitions. Sports leads to organise inter-house and Multi Academy Trust competitions in line with global, national and local sporting events to promote an interest in a range of sports.