

# 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 2019:	Areas for further improvement and baseline evidence of need:
<p>MUGA and outdoor exercise equipment built on the playground – children really enjoy using these during break times, PE lessons and after school clubs.</p> <p>Standards for PE are good across all year groups. The spending of the Sports Premium Fund has increased both participation and achievements.</p> <p>The number of after school clubs offered to children has increased.</p> <p>Mr Todd sent on a Level 5 certificate in Primary School Physical Educational Specialism. This has looked at a range of areas: The design of the curriculum, how to make it progressive and exciting for the children. How teachers can assess PE easier and use their assessments to plan. How to decrease inactivity on the playground.</p>	<p>Better equipment for a range of activities (archery, lacrosse).</p> <p>Improve the opportunities for after school clubs and intra competitions.</p> <p>Introducing a new curriculum showing a progression of the 3 main areas for PE: balance, agility and coordination.</p> <p>Decrease the numbers of inactivity on the playground.</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><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>	72%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	12%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	55%
<p>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?</p>	Yes/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: £19, 560		Date Updated: May 2020	
<p><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</p>					<p>Percentage of total allocation: 60%</p>
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: £12,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Build outdoor exercise equipment to promote a healthy lifestyle.</p> <p>Build MUGA pitch on the school field for lunchtime, PE, after school clubs and competitions.</p> <p>Pedal bikes and ride ons for EYFS.</p> <p>Buy every Year group a selection of spare PE kits to use.</p>	<p>Suitable locations in school has been found.</p> <p>Quotes have been collected and work to start Summer 2019 for MUGA and Spring 2020 for exercise equipment. These are now built.</p> <p>More Ch taking part in regular physical activity. More structured break and lunch times give opportunities for 30 minutes exercise a day. Playgrounds are now more active.</p>		<p>£10,000 for outdoor exercise equipment. Lottery Bid successful, £10,000.</p> <p>£40,000 for MUGA – not from sports premium budget.</p> <p>£2000 for bikes for bikes.</p> <p>£200 for kit.</p>	<p>Exercise equipment will allow Ch to use these at break and lunch times.</p> <p>The MUGA can be used all year round, at break and lunch times and for after school clubs/holiday clubs. This will provide a better facility for quality PE to be taught.</p> <p>Equipment available for reception – children can also learn to ride a bike.</p> <p>All Ch can participate in PE regardless of having their kit with them or not.</p>	<p>Once built, both the exercise equipment and MUGA will improve the opportunities for PE in school. It will help to raise awareness and promote a healthy lifestyle.</p> <p>Kit will be washed and can be reused.</p>

			Impact on the pupils from this: <ul style="list-style-type: none"> <li>✓ More pupils take part in PE – pupils are more active.</li> <li>✓ Standards in PE will increase.</li> <li>✓ Attitudes towards PE will improve.</li> <li>✓ SAT results should improve as a result of more active children.</li> </ul>	
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	0%

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: £0	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Include sports awards in the celebration assembly to show pupils to importance of PE and encourage them to try their best to achieve the award next time. BLP certificates can be used to include a PE focus some weeks.</p> <p>Encourage children to bring in achievements from outside of school to be shown off in assembly. Pictures added to the School Games notice board.</p>	<p>Achievements outside of school celebrated in assembly. Any swimming certificates or trophies outside of school to be shown in front of the whole school. Certificates given out each week for achievement in sport.</p> <p>Certificate given out during RESPECT assembly.</p> <p>Set up notice board over summer 2020. Met with Derek Yeomans Aut 2019 and discussed what is needed.</p>	<p>Certificates to be printed.</p> <p>Swimming certificates provided by the swimming baths.</p>	<p>Pupils encouraged to bring in their sporting achievements to celebrate with the school.</p> <p>Encourages more Children to participate in sport outside of school to be a part of the assemblies.</p> <p>Parents are invited to the RESPECT assemblies.</p> <p>Notice boards have information about recent and upcoming</p>	The raised profile of sport will encourage more children to participate at no cost.

<p>Include a sport certificate to be awarded at the end of every term during our RESPECT assemblies.</p> <p>Give certificates at the end of each swimming block for any child that can swim 25m.</p> <p>Set up a School Games notice board outside the school hall.</p> <p>Apply for School Games Bronze Award.</p>	<p>Board to be set up over summer.</p>		<p>competitions. Have a list of all the after school clubs. Have recent sporting achievements across the country. Board to have the School Games values.</p> <p>Impact on the pupils from this:</p> <ul style="list-style-type: none"> <li>✓ Pupils are proud to be on notice boards, impacting on confidence and self-esteem.</li> <li>✓ Attitudes towards learning should increase.</li> <li>✓ Increased participation in clubs.</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:
				35%
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: £7,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To provide the best quality PE to the pupils, up-skilling the staff is important.</p> <p>A sports coach will be provided 1 day a week to work with staff over the year to improve the quality of PE taught. Coach is to work with the 2 new members of staff.</p> <p>Subject Coordinator to undertake AfPE level 5 Primary School Physical Education Specialism qualification.</p>	<p>Coaches to work closely with the 2 staff members all year. Start off with the coach teaching 100% of the lesson and slowly reducing this until the teacher is confident in delivering the lesson.</p> <p>Training course is 2 day blocks, 3 times, through the 2019-20 year to complete the course. Course has been completed.</p> <p>As part of the course, a baseline for the pupils was completed so that impact can be measured over time.</p>	<p>£5,460</p> <p>£1500 for the course.</p> <p>Cover will come from a different budget.</p>	<p>Coach will fill feedback with OT at the end of the term on the teachers progress.</p> <p>From the course, subject Coordinator will be more confident when undertaking lesson observations/team teaching and will be able to provide effective feedback and lead discussions.</p> <p>Impact on the pupils from this:</p> <ul style="list-style-type: none"> <li>✓ Skilfulness and decision making of pupils will increase.</li> <li>✓ Enjoyment for PE, which will improve participation levels.</li> </ul>	<p>As all members of staff become more skilled and confident in teaching PE, this will provide a better quality of PE taught across the school.</p> <p>Course looked at all areas of PE within schools. How to use assessments, how to plan a more progressive curriculum, how to train staff and how to reduce inactivity on the playground. All of these will be addressed in 2020.</p> <p>Aim is for OT to train staff, reducing the need for a sports coach. This will become sustainable, as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum. The school will no longer depend on coaches coming in as staff will be more</p>

				keen and confident.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 5%
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: £600	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Continue to deliver a range of sporting activities both within and outside the curriculum in order to get more pupils involved. Staff will be encouraged to deliver after school clubs across the year.</p> <p>Focus on those pupils who do not take up additional sporting opportunities.</p> <p>Buy new sports equipment.</p>	<p>Sports coach to deliver lunchtime and after school clubs offering a range of sports – dodgeball, dance, archery or gymnastics.</p> <p>Each member of staff to deliver 1 after school club across the year for 10 weeks. This must include 1 PE activity across KS1 and KS2.</p> <p>Arrange a pupil survey to establish what pupils would like at lunch times and for after school clubs.</p>	<p>This for after school clubs</p> <p>£600 on equipment.</p>	<p>More after school clubs will engage all pupils in more sport. This year</p> <p>Teachers to deliver clubs focusing on children who do not normally participate fully in PE.</p> <p>Children have the opportunity to participate in a range of sporting games.</p> <p>Impact on the pupils from this:</p> <ul style="list-style-type: none"> <li>✓ Behaviour has improved at lunch times, as a result of more structured activities.</li> <li>✓ Children who were disengaged during PE are now engaged and want to take part.</li> </ul>	<p>Eventually, teachers will run clubs. Staff will work together to share good practice, leading to improved confidence. This should lead to an increase in staff wanting to get involved in after school clubs.</p> <p>Equipment will last for years.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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>Incorporate intra competitions into the school PE planning so there are competitions at the end of every unit.</p> <p>Attend local competitions at Grace Academy.</p> <p>Attend some School Games competitions and work towards Bronze Award.</p> <p>Set up school football team and enter competitions/play friendlies among our local cluster.</p>	<p>Write new planning over summer 2020 for all staff to use.</p> <p>Arrange which evenings are best for clubs, which don't interfere with other commitments ( for example attendance at mosque).</p> <p>Build a partnership with local schools, competitions between the local cluster.</p> <p>OT to set up Year 5 and 6 football team in SPR 2. This was done and we entered some competitions through the year.</p> <p>Meeting with SGO, Derek Yeomans, to discuss competition time table.</p>	<p>Free except transport costs.</p> <p>Use cluster mini bus for competitions.</p>	<p>Better quality of PE to include intra competitions.</p> <p>Participation in competitive sport increases across all areas of the school once our facilities are improved.</p> <p>Impact on the pupils from this:</p> <ul style="list-style-type: none"> <li>✓ Improved standards in skilfulness and decision making.</li> <li>✓ Increased enjoyment for PE and competition.</li> </ul>	<p>This can be done every year once the planning is complete.</p> <p>Once partnership is built, regular competitions against the local cluster can continue.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Oliver Todd
Date:	13/05/2020
Governor:	
Date:	