

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:
<ul style="list-style-type: none"> Completed 100mile challenge and met targets in 2018-19 Achieved Gold status for school games mark All pupils attended and took part in competition for sport 	<ul style="list-style-type: none"> Forest Schools – to provide opportunities to develop outdoor schools Introduce new sports- squash / cricket / kiddich in KS2 Provide aspiration through Olympic Sports Day Encourage healthy lifestyles for disadvantaged pupils with free after school sports club Increase number of events for KS1 pupils for inter-school competition
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>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.</p>	88%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	88%
<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?</p>	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: 19/20	Total fund allocated: £11,354	Date Updated: 15/07/2020	Percentage of total allocation:
<p>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</p>			
Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>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:</p> <p>To develop healthy lifestyles, enjoy being active.</p> <p>Take part in competitions and achieve success and cope with disappointment.</p> <p>To try their best when undertaking sporting activities, working as a team, where required.</p> <p>Find a sport they enjoy and become a member of a club in the community.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>All pupils will have the following:</p> <ul style="list-style-type: none"> At least 2 PE lessons a week Offer of 2-3 PE after school clubs per week 100 mile challenge Playleaders 2x weekly Intra-school competitions and events termly (open to all) Change for Life club (invited children) Vast majority of children represent school on teams for competitions Forest schools termly Active in-class – yoga, go noodle, warm-ups Regularly inspected and certified equipment 	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>100 mile challenge completed by a number of children (around 80%) even during lockdown.</p> <p>2/3 Forest school trips went ahead (summer term postponed due to Covid).</p> <p>Now using 'Fitter future', 'Go Noodle' & 'Moves' - supported PE during lockdown and now back in school. Used in mornings to get children active / ready for learning and fit too.</p> <p>Disrupted owing to lockdown:</p> <ul style="list-style-type: none"> Change for Life club (invited children) <p>Impact:</p>	<p>99.3%</p> <ul style="list-style-type: none"> Ensure all pupils will continue to have: <ul style="list-style-type: none"> At least 2 PE lessons a week Offer of 2-3 PE after school clubs per week 100 mile challenge Playleaders 2x weekly Intra-school competitions and events termly (open to all) Change for Life club (invited children) Vast majority of children represent school on teams for competitions Forest schools termly Active in-class – yoga,
	<p>Funding allocated:</p> <p>Coaching: £3,144</p> <p>Transportation: £1,010</p> <p>HLTA subject leader time / after school costs: £4,844</p> <p>Forest Schools: £1,160</p> <p>Fitter Future: £499</p> <p>Equipment repairs/inspecti</p>		


		on/certification: £624.66	Pupils settling to work quicker and concentrate better. Majority of children have stayed active during lockdown in family groups. Families getting involved in 100 mile challenge for example.	go noodle, warm-ups <ul style="list-style-type: none"> Regularly inspected and certified equipment
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
	Implementation		Impact	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: That all pupils can engage in some form of physical activity and achieve.	Make sure your actions to achieve are linked to your intentions: See above	Funding allocated: n/a	Evidence of impact: what do pupils now know and what can they now do? What has changed?: All children completed 2 hours of PE or more prior to lockdown. 100 mile challenge was completed by 80% of KS2 children.	Sustainability and suggested next steps: As above – in addition Kidditch Day has been organised for when restrictions are eased.
Staff to provide inspiration by talking to students about how they keep healthy and active outside school	During healthy lifestyle week interview staff and put into newsletter	£ HLTA Time (See above)	Healthy Lifestyles delivered during lessons and links provided to external clubs.	Create display to showcase active hobbies and healthy lifestyle of staff member to inspire!

<p>Continue to provide new experiences for pupils to encourage links to local clubs and a healthy lifestyle</p>	<p>New activities for 2019-20 include:</p> <ul style="list-style-type: none"> • Termly forest schools • Squash • Cricket in KS2 • Whole school Olympic event 	<p>£ as above</p>	<p>Formed a new link to local squash club – one child also continues to play regularly at the club.</p> <p>All pupils benefitted from the Forest Schools sessions which have been a great success. This initiative will be continued in the next academic year.</p> <p>Olympic event has been postponed due to Covid lockdown – expected to be rescheduled in next academic year.</p>	<p>Re-visit Forest Schools</p> <p>Kidditch Taster Day</p>
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Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:		
0 %		
Intent	Implementation	Impact
<p>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:</p> <p>All KS2 pupils to attend at least one inter-school event in 2019-20 with 50% doing two.</p> <p>Use of young leaders to invite pupils to take part in intra-school events (80%)</p> <p>Run change for life programme to target less-active students.</p> <p>Target disadvantaged students with free after school sports club.</p> <p>Increase club links with more pupils joining community clubs.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Young Leader approach children individually to encourage them to join in the activities.</p> <p>Disadvantaged children offered 2 after school clubs per week (one of which to be sporty)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>63% of KS2 attended 1 event. 50% of KS2 attended 2 events (Covid affected results)</p> <p>Participation improved greatly when approached directly. 80% participation following initiative.</p> <p>Change for Life deferred due to Covid 19.</p> <p>Good uptake for free sessions – proof can be seen in club registers.</p> <p>Enter a B team to at least one event.</p>
	Funding allocated:	
	£HLTA time (as above)	

Signed off by	
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Date:	17/07/2020
Subject Leader:	<i>J. Temple</i>
Date:	17/07/2020

Created by:  **Physical Education**
 YOUTH SPORT TRUST

Supported by:  **Active Partnerships**
 **UK COACHING**


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Governor:	<i>S. G. Gill</i>
Date:	<i>20-7-20</i>