

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:
Past	

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? 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.	Information available June 2020. TBC %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	TBC %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	TBC %
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?	Yes/No Yes this will be implemented in the Summer term.

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, 794		Date Updated: Jan 2020	
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:
Increase physical activity levels in the playground through training Play leaders to engage pupils at playtimes.	Playground leaders trained by KSSP leader and managed by sports coach to deliver rota of playground games and activities.		£200		
Increase the number and variety of physical activity and sports clubs in extra-curricular programme for less physically active children.	School sports coach and outside sports coach to deliver a wider range of sports clubs and competitive competitions.				
Training lunchtime supervisors in delivering games and playground activities at lunchtime.	Sports coach to devise rota of activities and provide resources for LSA to use during lunchtimes and simple training.		£50		
Increase physical activity throughout the school day.	Timetable of activities to take place during in morning sessions before school begins. (i.e Monday mile, wake-up shake-up etc.)				

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:
Retaining Gold Kitemark and aiming to achieve Platinum Kitemark 2019/20 academic year.	To hold weekly celebration assemblies to take place each Friday. Certificates, medals and trophies to be awarded to children for their participation of Sporting achievement in and outside of school. Sports leaders to help give out awards. Children to become more active by exposing them to different sports in and out of school.	£100		
Sports coach to support across P.E curriculum and wider opportunities	Continue to pay part salary of sports coach	£8061		
External sports coach to teach one P.E lesson per week to provide children with specialist teaching		£5550		
Updates on sports blog/newsletter of competition entries and successes, after-school club photos and information and lessons.	P.E lead, class teachers and sports coach to make regular updates to blog and newsletter	£0		

<p>Entry for School Games value reward and recognition certificate.</p> <p>Health & Fitness Week to raise profile of P.E and promote healthy lifestyle and physical activities.</p>	<p>P.E lead to sign-up school and provide updates and advisories</p> <p>Further develop health and fitness week with more parental involvement and research book and plan to offer new range of sports and activities.</p>	<p>£850</p>		
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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:
CPD in dance for teaching staff and sports coach after consultation with staff	P.E to work KSSP advisor in finding suitable consultant to support in teaching of Dance CPD for staff.	£590		
Lesson observations of staff by P.E lead to offer guidance support and areas for development	Carry out learning walks with sports coach and offer support, guidance and further CPD where needed.	£0		
Utilising sports coach and external professional sports coach to work alongside teachers to provide CPD opportunities.	Forward list of available courses to teaching and support staff to promote further training where possible.	See above		
Membership of KSSP access to CPD opportunities throughout the year	Attend meetings and report back to staff			
P. E co-ordinator to attend meetings and training and report back to staff during staff meetings.	P.E lead to monitor teacher assessments of P.E and provide support for those who need support and or excelling.			

Assessment of children to provide additional support or to further advance children who are excelling.				
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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?:
School council to consult with children of which after school clubs they would like to see on offer. TA overtime to provide a wider number of after-school sports clubs Review range of resources and purchase new equipment where necessary Specifically target SEN and less active children in after school clubs and competitions (SEND comps)	Learning mentor to deply council to speak with children and conduct a simple survey and present their findings to Lead. Work with sports coach to adjust and amend future planning. Sports coach to carry out new inventory of current equipment and cross reference with over-view and what is needed. Enter all available SEND KSSP competitions and devise SEND tailored after-school clubs in Spring and Summer term to encourage less able and/or less active.	£400	Sustainability and suggested next steps:

Swimming – top up sessions for children in Year 6 who are not meeting national requirements of 25m confident swimming	Book further – booster swimming sessions and book relevant transport.	£700		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Buy into KSSP and take part in competitions as suitable and where possible.	Enter range of sports competitions in the borough.			
Transport costs to and from competitions to ensure any child can participate	Book local minibus/taxi transport to take children to competitions due to lack of parental transport in some cases.	£780		
Intra sports and personal challenges competitions within school class v class.	Sports coach to carry out personal challenge and intra sports competitions with children once per term and record data.			
After school – link to borough wide competitions	Any children identified in afterschool clubs to be encouraged to enter borough competitions.			
Raise profile of our school sports day	Develop how PE and Sport is publicised on the school website. Consult with parents and pupils about a new structure for sports day Purchase rewards and certificates for the pupils participating.	£300		

Entry in 'Race for life' cancer trust charity run during Health and Fitness week.	Plan and implement new event and invite parents/families to attend to get active and raise money for charity.			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	J. Dunne
Date:	15.1.20
Governor:	
Date:	