

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:
Development of staff confidence in teaching PE Attending the Devon Summer Games for the first time in the school's history Set up of an activity week Achieving Gold Games mark Creation of a regular level 2 competition with partner school Competing in a range of sports at level 2 and 3 levels Creation of inter-house competitions Creation of an inter-school competition link	Engagement in after school activities from all KS2 year groups Development of top up swimming lessons for non-achievers for 25m Development of Forest school provision Increase the range of sports festivals offered within the REACH mat competition link Maintaining the Gold Gamers Mark

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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schoolscanchoosetouse thePrimaryPEandSportPremiumtoprovideadditionalprovision 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: £17,260 Carried forward £1,488 Total £18,748		Date Updated: 11 th of November 2019	
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?:
Forest School To establish a forest school area, resources the site and train a member of staff in a Level 3 Forest School Diploma. This will enable the school to make more lessons active and increase physical activity throughout the school day.		Level 3 Forest School Diploma training. Set up forest school area. All classes to receive a term of doing forest school. Trained member of staff to offer CPD to whole school for leading learning outside.		£3000	
Lunchtime Sport Coaches To increase the quality and intensity of physical activity during lunchtimes.		Sport coaches to lead and support PE leaders in increasing competition and intensity of lunchtime activities.		£3900	
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:
Resources Purchasing new resources to increase the profile and variety of activities on offer to the children.	Replacing old equipment Purchasing new equipment to broaden the PE curriculum.	£2000		

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:
Sports Partnership Membership of the PSSP to provide expert support and CPD to staff members.	Use of PSSP staff to provide CPD in areas of need Use of PSSP resources to extend the PE curriculum. Access to greater variety of Level 2 sports competitions.	£3500		
Sports Coaches / Teachers Offer CPD to staff in leading focused sports.	Use of coaches / PE teachers to provide CPD in areas of need	£1340		
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:

Activity Week Enable a greater variety of activities and taster sessions for all children to access.	Support the cost of OAA activities, which are not delivered through the PE curriculum in school.	£600		
Sailing KS2 children will receive opportunities to learn about sea safety and sailing.	Sailing taster sessions Learning about sea safety	£500		
Top up swimming lessons Provide opportunities for children who did not reach 25m or were not proficient in their swimming to attend additional swimming lessons.	Increase number of children being able to swim 25m plus by the end of year 6.	£600		

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:
<u>Access to competitions</u> Allow KS2 children to access over 6 different sporting activities throughout the year. Where possible multiple teams to attend.	Supplies to cover class teachers to enable teachers to take children to competitions. Cover the cost of all transport for events outside of walking distance of the school.	£2307		
<u>Sports clubs</u> Specialist sports coaches to deliver clubs targeting level 2 competitions and to increase participation in clubs.	Deliver wider range of sports clubs	£1000		