

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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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 **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:
☐ Play Leader programme is supporting children in structured play and games as well as leadership skills, teamwork, turn taking and sharing ☐ Regular Gym Trail sessions are improving fine and gross motor skills for identified children ☐ Half termly MAT competitions (eg. rugby, football, badminton, athletics) ☐ Popular and well subscribed after school clubs	- Investment of specialist sports resources and equipment ☐ Ensure intraschool competitions cover a range of sports and activities to develop a variety of skills and experiences ☐ Children have the opportunity to represent the school in competitive competitions ☐ Engage with School Council regarding interests of children for after school club options ☐ PE to support self-regulation

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.	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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

Action Plan and Budget Tracking

Academic Year: 2019/20		Total fund allocated: £18570.00	Date Updated: Spring 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			
Intent	Implementation	Impact	Sustainability and suggested next steps:
Lunchtime clubs will take place every day lasting the full hour of lunch, for all children.	A dedicated sports coach will run these. A variety of sports and activities will be on offer. School council will be consulted to identify needs and gaps in sports provision. New resources will be sought and bought to build the development of skills	Children will enjoy different sports and be exposed to sports they might not otherwise do at home	Ensure a variety of activities and sports are offered – focusing on those popular via the survey.
Increase the uptake of extracurricular clubs	School Council investigate and feedback children's comments and requests. Clubs will be adjusted after looking at attendee numbers.	Clubs will increase from previous year. Clubs will be planned for their skills and abilities	Rotate and change the clubs offered based on uptake, the survey results and waiting lists.
Where possible, attend inter school tournaments	Sports coach will find ways to participate in championships and tournaments		Create games against other schools in the MAT
Golden mile daily	Children to increase the amount of time they take regular exercise.	All children have 25minutes (minimum) additional exercise a week. As a result, sports and exercise will play a role in everyday life. Children will be more likely to take up clubs	Maps of route will go into each classroom.

Play Leaders will spend 30 minutes each lunchtime delivering activities and games	The Play Leaders will develop their leadership skills as they will prepare and deliver the games each day. Social skills, compromise and resolution skills will be developed and practiced by all children.	Children will develop a skillset for teaching games and will build responsibility for teaching and leading games/activities. Playground incidents will be reduced	Monitor and run a rolling training program for children. Monitor the number of playground incidents.
MAT sporting competitions to be held regularly, consisting of different sports and activities	Each MAT school will organise their own competitions to be held at their school. This will raise the priority of sports and promote good sportsmanship		Continue holding regular intraschool competitions to engage all pupils in competitive sporting activity.

Key indicator 2: To increase the use of sport to support and improve mental health

Intent	Implementation	Impact	Sustainability and suggested next steps:
Gym trail programme.	Sports Coach and SENCo meet to discuss children who would most benefit from the programme. Children identified and a baseline assessment completed. Interventions to happen	Data and achievements recorded on a weekly basis and will be sent to SENCo and Class Teachers. Children will be more independent, more quickly	SMART targets will be set for each child based on their provision maps, reviewed each term.

Teachers will have a deeper knowledge of understanding of how to teach PE and how it can apply to other curriculum areas.	All teachers to be given time to work alongside the Sports Coach to develop their skills. Teachers will observe sports being taught to build fitness levels (e.g. crunches/ burpees/ interval training)	Staff will confidently teach PE, but also use it to support other areas of the curriculum, e.g. PSHE, Science	Evaluate impact of teaching through lesson observations
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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:
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:
Additional achievements:				

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:

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	