

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:	Areas for further improvement and baseline evidence of need:
<p>Active Primary Sports provided training opportunities for class teachers to raise the quality of PE provision and skill development.</p> <p>Noticeable improvement in gross motor skills for EYFS children due to the purchase of balance ability bikes.</p> <p>Forest School for all year groups has ensured that all children have had the opportunity to be physically active in our outdoor environment.</p>	<p>Some areas of our play/sporting area have been inspected as unfit for use. Money from next year's grant will be spent rectifying this to allow children the opportunities to be active both at playtimes and during PE lessons.</p>

Meeting national curriculum requirements for swimming and water safety.	<i>Unable to assess efficiently due to COVID-19 restrictions</i>
<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>	%
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?	%
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

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: £17,860		Date Updated:	
Key indicator 1: The engagement of all 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	42.2%
Increase the amount of choice for children and provide a greater amount of resources available to them to encourage and enable them to discover a physical activity that they enjoy and are willing to take part in regularly.	Purchase of specific playground and play time equipment.	£1321	Children are observed using the equipment provided to be active during their break times. Play leaders organise structured games and play with a focus on engaging the least active.	Improve and increase the play leaders structured activities to include a greater percentage of children in the active play times. Play leaders to train other children to be able to carry this out in future.	
	Play leader training at Chailey	£396			
	Purchase of new sports equipment to be used in PE lessons & sporting extra-curricular clubs	£1470			
Increase in Forest School and active outdoor learning provision	Forest school leaders employed to teach each class on a weekly basis per term	£4365			
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	45.1%
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>Celebrating achievement</p> <p>Notice boards</p> <p>Increase in daily physical activity</p> <p>Sufficient, accessible & safe outdoor spaces to run physical activity both at playtimes and during curriculum time</p>	<p>Celebration assemblies once every few weeks</p> <p>Specific notice board created for sporting achievement, information and fixtures</p> <p>Daily mile completed by each class</p> <p>Created a new playing field which was safe and secure and it provided children with the opportunity for increased physical activity & sport</p>	<p>£8065</p>	<p>All children are engaging in more physical activity & have a better level of fitness</p> <p>Children are more engaged in class due to the daily mile activity</p> <p>Increased engagement in Maths & English as well as physical activity with Teach Active</p>	<p>Keep achievement board regularly updated.</p> <p>Allow children to lead assemblies (with guidance) on specific sports/keeping active/competitions</p> <p>Encourage teachers to use Teach Active in at least one English/Maths lesson a week.</p> <p>Maintain condition of playing field and make sure it is being appropriately used.</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	2.5%
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:
Staff to be provided with effective resources & planning in order to confidently teach the PE curriculum to their specific year group. New staff and newly qualified staff to be expertly trained in the teaching of PE.	Purchase of a new PE scheme of work through www.thepehub.co.uk	£455	Specific videos on the resource demonstrate key skills to the children. Children can articulate specific skills needed for a particular sport.	Subscribe to The PE Hub for 2020/2021 following staff and pupil feedback.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	15.9%
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:
A range of after school sports clubs offered to children Children to be provided with sports coaching to provide experience of	Netball club Running club Karate club Football club Mini tennis club Clubbercise Ballet & creative dance Specialist sports coach employed to teach Years 5 & 6 on a weekly	£300 (other payments were made directly to outside agency clubs by parents) £2550	Children have a wider knowledge of sports taught outside the national curriculum	Increase range of clubs available to KS1 children.

different sports	basis			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	5.2%
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:
Participation in cluster and county sports competitions Team kits to help the children to feel proud of representing their school	A range of year groups participated in cluster, area and county competitions Rugby, football & netball kits were purchased with specific 'Newick' branding and team colours	£940	All children, particularly those who may not have confidence/attainment in academic areas feel a sense of achievement in being able to represent their school in different sporting events. Improved confidence in children to play as a team when they are representing their school.	Continue to attend cluster and county sports competitions.