

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:
<ul style="list-style-type: none"> • Silver School Games Award • Participated in a wide range of school games competitions including tag rugby, rapid fire cricket, kwik cricket and hockey. • Participated in local league competitions including football, netball, cross country, cricket and athletics. • Increased overall active minutes with afterschool and lunch clubs available throughout the week. • Classes also have access to Fitter future, and super movers to do in the classroom environment. 	<p>We are working on introducing the daily mile with the aim to get everyone participating daily by Summer 2020.</p>

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>	60%
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?	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: 2018/19		Total fund allocated: £17,720		Date Updated: 29 th July 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: 37%
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
Improving the culture of PE and sport across the school. Consistent PE lessons and regular access to extra-curricular clubs and fitness activities.	Regular clubs and competition, visits with YST and Herts Mavericks players to help improve engagement. Increased fitness	£1,500 Plus gym equipment: £5,000	Increased participation in after school clubs, overall numbers across the school increasing from all year groups.		Herts Mavericks staff CPD sessions to upskill staff. Continued YST membership. More CPD for all staff to gain confidence.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 6%
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
Extending offer of clubs and competitions to younger year groups.	Increased participation in School Games initiatives and competitions from all available year groups. Extending after school clubs to EYFS to building on the core skills being developed across their PE curriculum.	£1,000	Increased confidence and enthusiasm towards PE, core skills being developed from EYFS are transferring and being built upon in following year groups.		Continue to build on School Games initiatives, signing up to a broader selection of sports that may interest chn who previously didn't want to participate in competition.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Developing core skills and an improved confidence in physical education. PE lead offering to team teach where staff are unfamiliar with sport/technique.	Clear progression from EYFS to Y6 which is building and developing skills, so that when chn reach Year 5 and 6 they are confident to participate in competitions.	£1,000	Staff are less reliant on external coaches to lead their lessons and are regularly leading lessons.	Increased CPD for ALL staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				45%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Additional achievements: Offer sport and PE outside of their usual lessons, different environments, bringing in specialist coaches and athletes to encourage an enthusiasm for PE and exercise.	Extra-curricular clubs School games events (if age appropriate) Sports Week (5 days – 5 activities) National Sports Week – following YTS guidance Whole school duathlon Bikeability (Yr5/6) Visits from professional sportsmen/women.	£8,000	Overall confidence and enthusiasm increasing, PE isn't a novelty any more; it is a subject that chn have increased excitement and anticipation for.	Continue with programme of delivery into next school year, introduce new sports in Sports Weeks, bring in different specialist coaching.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To compete in local, district leagues with improved results.	To offer more coaching sessions for netball as this is a historically weak area. To build on coaching relationship with external agencies so they are developing teams to play in competitive games rather than just take part in clubs.	Within funding for after school clubs etc. Transport, kit etc. : £1,000	Improved game confidence across all sports, some improvement in results, however still work to do to climb league tables.	Introduce Year 3 and 4 into competitive sport situations as and when they are ready.

Signed off by	
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