

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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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:
Continued improvement in lunchtime structure provides additional opportunities for the children to receive additional physical activity within their school day. This is achieved through small playground games and activities across the different year group that are very popular. Again, all children in year 6 have met the national curriculum requirements for swimming. The quality and breadth of the PE curriculum, and lesson delivery is high across all year groups.	More clubs, possibly after school would offer additional physical activity to the children, whilst also providing the opportunity for them to engage in a sport through school, rather than a local sports club, as the rural location of the school can provide a barrier to accessing local sports clubs for a number of the children. We hope to access as many inter school sport competitions as possible so that the children get the opportunity to socialise with, and compete against children from other local primary schools.

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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: 2019/20		Total fund allocated: £19,159.33 (2367 carry over)		Date Updated: 30/6/20	
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:
					4%
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 the additional opportunities for children to engage in vigorous physical activity during the school day, through structured lunch and playtime activities. Encourage all children to participate in regular physical activity at home, by raising the awareness of the importance of a healthy and active lifestyle.	Deliver structured lunchtime clubs with the support of KS2 leaders to support specialist coaches. Conduct a pupil voice and run clubs that will engage pupils across both Key Stages.	£760	Numbers of children participating increased throughout the year. Children indicated in the pupil voice that they repeated exercises and games learnt at home to increase their activity levels.	Target children who don't regularly attend the clubs to increase their participation and engagement in regular physical activities.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					64%
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:	

Improve the breadth, quality and diversity of the PE curriculum that is delivered to the children	Liaise with JB's Sports Coaching to create LTP that ensures all children receive a well-rounded, and engaging PE experience.		Create a yearly LTP that details the delivery subject for PE, as well as the additional lunch and playtime activities.	Complete new LTP to ensure progression and variety for both Key Stages.
Ensure high quality lesson delivery, which is differentiated accordingly to meet the needs of the pupils.	JB's Sports Coaching delivers high quality PE lessons to all pupils in school. Lessons are planned and delivered to ensure they are engaging and challenging for all pupils, regardless of their ability.	£10,070	All pupils have received high quality, engaging PE lessons across a range of topics and areas of the PE curriculum.	Continue to work with JB's Sports Coaching in 20/21 academic year to further enhance upon the PE delivery an sporting experience of the children.
Utilise local sports facilities to enhance the specialist delivery, and breadth of curriculum.	Local tennis club delivered high quality tennis lessons to support the PE delivery.	£2,271.80 (Includes associated travel costs)	All children enjoy their lessons, and the opportunity to access sport outside of the school environment.	This will continue on the 20/21 academic year.

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:
Improve the staff's knowledge, planning and delivery of PE across all areas of the PE curriculum. This will ensure high quality PE can be replicated by teaching staff to create a sustainable model for primary PE delivery.	Teaching staff are present in lessons and assist in the delivery with the specialist coaches.	Included in above costing for KI2	Teaching staff are more confident when independently delivering PE, and have additional planning resources that can be utilised when delivering in future.	Continue the delivery model throughout the next academic year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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: Less 'traditional' sports and activities are offered in after school clubs so that all children have the opportunity to engage in something new.	Our Forest Schools Programme enables all children in to access regular outdoor Forest Schools sessions that promote a love of physical activity, the outdoors and healthy lifestyles. We have spent money training a member of staff as a Forest School Practitioners: The trained member of staff will run sessions each week, all year round both on site and in the	£3,300	Regular time outdoors in a green space has offered a number of important health benefits including improved physical health, mental health and emotional wellbeing. This is evidenced in teachers behaviour logs (improved behaviour) / parent and pupil questionnaires	By providing Forest School within the local environment, we hope to demonstrate to children how their immediate surroundings can support them and their families in maintaining healthy lifestyles. In the following years we will continue to offer sessions and plan to offer an after school programme in the form of a

	woodland surrounding our school. The Forest School sessions will be for everyone but will target the least active children and those with poor self-esteem who generally are reluctant to participate in additional physical activity or sports offered in the school curriculum. The Forest School sessions include building self-confidence, self-esteem, co-operation and increasing levels of activity through – walking, climbing, running, jumping, team games and wider general health promotion including healthy eating outdoors and good mental health.			Forest School Club involving children and families from the community who may not be motivated by traditional sport or outdoor physical activity.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
Broaden the experience of the pupils and offer competitive sport against other suitable schools.	Full participation in WSSP competitive sporting events (range of year groups/ sports) Children become more used to/ more confident about competing	£2,395	Children from all age groups have engaged in a number of different inter school sports events throughout the year.	Create links with other small rural schools who have accessed the WSSP competition calendar and offer termly school v school events and competitions to target certain year groups and sports teams. Utilise the links of JB's Sports Coaching in other small schools to create a competition calendar.

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