

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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 2020	Areas for further improvement for 2020-2021
<ul style="list-style-type: none"> - Val Sabin scheme purchased to provide skills based stepped and consistent teaching of PE. - Inspiring active lifestyles through a week of inspiration PE - Swimming for Y???? – enhanced provision - Forest School promoting healthy lifestyles and encouraging participation and activity for reluctant pupils - 	<ul style="list-style-type: none"> - Develop provision for positive mental health, particularly following and during the pandemic (Lego Therapy, ELSA, Forest School) - Encourage active playtimes and lessons by enhancing outdoor provision (playground markings, low level climbing equipment, upper body strength, active maths resources) - Enhance PE with wider variety of curriculum planning support (i-moves, yoga, low level gym equipment) - Ensure sustainability of PE provision (CPD, quality resources as required) - Improve % of pupils able to swim 25m by the end of Y6 - Increase participation of pupils in intra-school competitive opportunities and commitment to improving fitness and personal best achievements

Meeting national curriculum requirements for swimming and water safety.	Cohort: 28 children
<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

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: 2020-2021	Total fund allocated: £17,390 (plus £5357 carried over from 2019/20)	Date Updated: 27.07.20
<p>Engagement of all pupils in regular physical activity by:</p> <ul style="list-style-type: none">• providing targeted activities or support to involve and encourage the least active children• encouraging active play during break times and lunchtimes• establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered• adopting an active mile initiative• raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim <p>Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:</p> <ul style="list-style-type: none">• encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)• embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:</p> <ul style="list-style-type: none">• providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school• hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities <p>Broader experience of a range of sports and activities offered to all pupils, for example by:</p> <ul style="list-style-type: none">• introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities• partnering with other schools to run sport activities and clubs• providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations <p>Increased participation in competitive sport, for example by:</p> <ul style="list-style-type: none">• increasing pupils' participation in The Schools Games• organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations. <p>Improving mental health of pupils through:</p> <ul style="list-style-type: none">• Targeted counselling and self-esteem programmes• Promoting healthy lifestyles and eating• Training and building staff capacity to meet the mental health needs of pupils		

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?:
Encourage active playtimes and lessons by enhancing outdoor provision (playground markings, low level climbing equipment, upper body strength, active maths resources)	<ul style="list-style-type: none"> Provide enhanced playground marking for use across the curriculum and in break times (100 square, clock, SAQ trail) Install monkey bars and safety surfacing 	£4000 2 x £1800	
Enhance PE with wider variety of curriculum planning support (i-moves, yoga, low level gym equipment)	<ul style="list-style-type: none"> Purchase i-moves subscription for dance/gymnastics Purchase yoga mats and equipment 	£695 (i-moves)	
Increase participation of pupils in intra-school competitive opportunities and commitment to improving fitness and personal best achievements	<ul style="list-style-type: none"> Purchase certificates, badges and trophies for school competitions Purchase Athletics Award Scheme for use in KS2 	£200 awards £1000 (athletics)	
Improve % of pupils able to swim 25m by the end of Y6	<ul style="list-style-type: none"> Increase in time spent in swimming by 25% 	??????	
Ensure sustainability of PE provision (CPD, quality resources as required)	<ul style="list-style-type: none"> 4 days supply allocation for supporting teachers with professional development and lesson study opportunities Coaching course for HLTA Additional PE equipment for new opportunities (gymnastics, athletics, etc) 	£1200 £300 £500	
Develop provision for positive mental health, particularly following and during the pandemic (Lego Therapy, ELSA, Forest School)	<ul style="list-style-type: none"> Training for ELSA plus staffing costs Lego Therapy Training, resources and staffing allocation 	£1500 £2000	

--	--	--	--

Signed off by	
Head Teacher:	Jan Knox
Date:	
Subject Leader:	Jim Smith
Date:	
Governor:	
Date:	