

# 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 **31<sup>st</sup> 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"> <li>- All pupils in school accessing at least 2 hours of PE or structured play each week</li> <li>- Entering multiple School Games events throughout the year including: boys (A and B team) and girls football teams, cross country, basketball and futsal</li> <li>- Celebrating sporting achievements in assemblies and weekly newsletter</li> <li>- Offering an extended list of extra-curricular sports clubs after school</li> <li>- Hosting a sports week during lockdown to keep pupils active</li> </ul>	<ul style="list-style-type: none"> <li>- Update assessment tool used for PE lessons</li> <li>- Upskilling teaching and support staff to aid and assist sports coaches during PE lessons</li> </ul>

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? <b>N.B.</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.	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	31%

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: £20,770		Date Updated: July 2020	
<b>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</b>					Percentage of total allocation:
					64% (£13,226)
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:
-Engage all pupils with high quality PE lessons for at least 2 hours per week.	Sports coaches to deliver PE lessons to all pupils for a least 1 hour per week.	£6,118	Increased proficiency in swimming (see figures above)	Physical activities firmly embedded into the school day	
-Midday supervisors offering structured play activities at lunch times to all pupils.	Midday supervisors to organise and deliver lunch time activities for all year groups each day.	£600	More pupils engaging with at least 2 hours of high quality PE per week.	Increase participation levels of pupils to achieve at least the national requirement.	
-Offering a broad range of extra-curricular activities after school	Teachers and sports coaches offer extra-curricular clubs after school (Football, hockey, netball, cycling, cricket, rounders and athletics).	(See sports coach fee above)	Offering a broad and balanced curriculum to expose pupils to activities and sports they may not have tried before.	To increase the well-being of pupils by 20% by the end of the year.	
-Engage the least active pupils in physical activity	Year 4 attend 6 weeks of swimming lessons, delivered by specialist swimming teachers.	£2,548	Pupils have developed a broad range of fundamental skills and can apply them to a range of different activities.		
(Each of the points above should aim to educate pupils about the importance of leading healthy active lives and promoting lifelong participation in physical activity)	Year 6 attend 1 term of cycling lessons delivered by Cyclopark, Gravesend.	£3,960	More pupils cycling or walking to school as a result of health education.		

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 3% (£550)
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:
Regular intra-school competitions are organised by sports coaches during games lessons.  Offering an inclusive curriculum aimed at engaging and promoting participation, education and enjoyment.  Linking British values to PE lessons (fair play, rule of law, sportsmanship, team, respect)	At the end of each term, sports coaches will organise intra-team competitions giving coaching, managing, participating and officiating opportunities to pupils.  PE Hub lesson plans are adapted to offer an inclusive curriculum that all pupils can access.  Intra-team competitions are interwoven with British values and coaches reward pupils shows TRUST values during lessons (certificates during celebration assemblies)	£200 (Equipment cost)  £350  (See equipment costing)	Pupil voice interviews were conducted at the end of term 2. They showed high levels of enjoyment and engagement in PE lessons.  All SEND pupils in school are able to participate in lessons.  Behaviour in lessons has improved as a result of TRUST values and British values being at the heart of lessons.  A higher percentage of pupils engaging with PESSPA as a result of an inclusive curriculum.	To keep the PE inclusive for all members of the school by adapting lessons and using specialist equipment to allow for whole school participation.  To continue to share examples of sportsmanship through sports certificates during Friday assembly.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				5% (£1,000)
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Investment in PE Hub learning resources to broaden and deepen learning.  Top up the CPD given to school's TA's to support the delivery of PE from the sports coach.	To take a skills audit of the schools TA's and deliver CPD sessions to build the confidence of the TA's.	£1,000	TA's will be more confident and proficient in supporting the coaching staff deliver PE sessions. Another audit will be taken to evidence the program at the end of the year.	Whilst the funding continues the sports coaches will continue to train and develop the TA's subject knowledge.  This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.  PE Hub lesson plans are adapted to meet the needs of the children at the school.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Expose pupils to a broad range of different sports and activities to deepen the curriculum.</p>	<p>PE Hub schemes of work to introduce handball to the curriculum.</p>	<p>£100 (Equipment cost)</p>	<p>Pupils have developed a better understand of fundamental movements and can now apply them to a range of activities (throwing, catching, running and jumping).</p>	<p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p>
<p>Develop the delivery of OAA in schools through integrating aspects of OAA into forest schools sessions.</p>	<p>Further build on introduction of volleyball and badminton from the previous year</p>	<p>£100 (Equipment cost)</p>	<p>Pupil voice showed that children enjoy participating in sports and activities that they have not done before. This has led to boosted levels of participation.</p>	<p>The school is no longer dependent on 'experts' coming in to teach PE and Sport as staffs are more confident and keen.</p>
<p>Offer extra-curricular clubs to further introduce children to sports and activities they may not have experienced.</p>	<p>Forest school teacher to further access the PE HUB lessons plans to adapt and integrate aspects of OAA into forest school.</p>	<p>(See PE HUB fee)</p>		
	<p>Teachers and sports coaches to offer after school clubs to supplement pupil's interests in a range of activities.</p>	<p>(See sports coach cost)</p>		



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
A higher percentage of pupils from the school to participate in inter-school competitions.	Enter Kent School Games throughout the year	£427	Due to UK Lockdown the school missed a few of the events we had planned, however the events we did participate in were successful	Sports Coordinator to monitor competitions and children taking part.  For sport coaches to offer extra-curricular clubs to prepare pupils for competitions.

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