

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.

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|---|--|
| 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. | 76% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 65% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 65% |
| 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 – not for the current Year 6 cohort |

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: £19,470 | | Date Updated: 6/07/20 | |
| 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: |
| | | | | | % |
| 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: | |
| ➤ Year 5 pupils’ will provide support for children during breaktimes and lunchtimes. They will run activities enabling more children to be active during breaktimes. | ➤ Year 5 pupils took part in a Sports Leaders course during lunchtimes over a 6 week period. | £180 | Impact not yet seen due to school closure. | ➤ Sports leaders to receive refresher sessions when it is safe to do so and resume their roles. | |
| 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 | |
| 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: | |

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| ➤ Oak Schools nurture groups to increase confidence/self esteem of particular pupils. | ➤ Nurture groups ran in the afternoons for a variety of pupils' (low confidence, low self esteem, inactive, social issues, behaviour issues). | £4150 | ➤ Teachers report an increase in pupils' self esteem/confidence after attending the nurture groups. ➤ Children feel more comfortable being a part of sports sessions in a small group. | ➤ Support staff training to enable them to run similar interventions. |
|---|---|-------|---|---|

| 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: |
| | | | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| ➤ Increase pupil participation in sport and expand the opportunities provided for children to participate in a range of sports outside of PE lessons. | ➤ A range of after school sports clubs were available to all children in school. ➤ All children were surveyed to gather information about sports that they would like to have the opportunity to experience. | £6930 | ➤ Clubs offered children a taste of a variety of different sports not all covered in PE lessons. | ➤ Different clubs to be offered next year to increase the range children will have been exposed to. ➤ Children to be surveyed again in September in order to match clubs to interests of all children. |

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|--|---|-------|---|--|
| ➤ Increase confidence and abilities of selected pupils' in swimming, enabling all children to take an active part in swimming sessions. | ➤ An extra instructor was employed to teach a small group of non-swimmers (beyond the core provision for swimming). | £3135 | ➤ Full impact not seen due to school closure. | ➤ Assess children moving into year 4 to see if the provision will be beneficial. |
|--|---|-------|---|--|

| Key indicator 5: Increased participation in competitive 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: |
| <ul style="list-style-type: none"> ➤ Attend inter-school competitions and extend the opportunity to more pupils. | <ul style="list-style-type: none"> ➤ MAT sports competitions attended. ➤ Participated in school games competitions. | £600 | <ul style="list-style-type: none"> ➤ Teams from NJA attended different competitions against both local schools and schools within the MAT. ➤ Different children were selected for each competition to extend the opportunity to more pupils. | <ul style="list-style-type: none"> ➤ Continue to compete in MAT and school games competitions. |

Total Amount Spent: £14,995

Rollover to next year: £4,475