

# 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](http://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>• Use of external sports coaches to provide a wide range of coaching and exposure to different sports (golf, street dance, skipping)</li> <li>• Increased variety of extracurricular sports on offer</li> <li>• At least one and often multiple teams entered into every inter school tournament open to us.</li> <li>• Development teams taken to events to experience new sports.</li> <li>• Provided level 5 PE diploma training for a member of staff</li> <li>• Provided a sports coach to work alongside teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Still a minority of children not taking part in the required amount of physical activity.</li> <li>• Improve the support for the less active children to encourage and motivate.</li> <li>• Fitness levels and health may have been negatively impacted by the COVID pandemic and lockdown so attention will need to be given to those children who most need it.</li> <li>• More support needs to be given to the lunchtime year 5 playleaders to ensure they stay motivated. Interest levels tend to wain as the year passes.</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.	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	22%

<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No</p>
--	-----------

## 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: £13,882	Date Updated: 31/08/2020	
<b>Key indicator 1:</b> 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:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	16%
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"> <li>Provide the children with a skill and challenge which can be practiced and developed throughout the school year both during curriculum and break times.</li> <li>Provision of a wide range of playground equipment to ensure a wide variety of activities are available to all children during playtimes.</li> </ul>	<ul style="list-style-type: none"> <li>Skip2Bfit workshop provided by external coach for all children along with a rope for every child to keep and use at school. Teaching staff to allocate time each week to allow the children to practice and measure improvement.</li> <li>One off purchase at the beginning of the academic year to replace broken and damaged equipment and to purchase new resources</li> </ul>	<ul style="list-style-type: none"> <li>£1207</li> <li>£945</li> </ul>	<ul style="list-style-type: none"> <li>The majority of all children throughout the school are now able to skip with a basic level of proficiency and many show a good level of skill being able to link multiple skips together. All children improved the quantity of skips they could achieve in 2 minutes. Many children purchased skipping ropes to keep at home for use with their families.</li> <li>Children across all year groups were observed regularly making use of the equipment during breaktimes.</li> </ul>	<ul style="list-style-type: none"> <li>Ropes were sent home during the COVID lockdown period so it will be important to get as many as possible returned to school and another workshop held during term 1 or 2 to refresh the children skills and begin the skipping challenges afresh.</li> <li>Equipment must be checked and repaired or replaced where necessary to ensure the resource is usable.</li> </ul>

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	3%
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"> <li>• Celebrating Achievement</li> <li>• 5-minute movement breaks during lessons</li> <li>• Continuing to provide 2 x 1 hour timetabled PE lessons per week</li> <li>• Continued forest school and outdoor learning</li> <li>• Opportunity for all to take part in competition should they want to.</li> <li>• Encouragement of gifted and talented children to pursue sport and activity away from school.</li> <li>• Opportunities to attend professional sporting events.</li> <li>• Intra House competitions to encourage full school involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Noticeboards to celebrate individual and team achievements (sports person of the week)</li> <li>• PE lessons given priority of access to playground, field and hall.</li> <li>• Member of staff to focus on outdoor learning provision</li> <li>• Links to local sports clubs and county development sporting bodies to provide further development for children.</li> <li>• Apply for tickets for sports events.</li> <li>• Weekly intra house bench ball and a one off mat ball competition.</li> </ul>	<ul style="list-style-type: none"> <li>• £427</li> </ul>	<ul style="list-style-type: none"> <li>• Display board updated weekly.</li> <li>• Weekly assembly awards</li> <li>• All year groups experienced forest school or outdoor learning.</li> <li>• Tickets purchase for Wimbledon tennis and discounted tickets acquired for Basketball tournaments.</li> <li>• Competitive and development tournaments attended by many children.</li> <li>• Inclusive tournament for the whole of KS2 run successfully.</li> <li>• Sharing achievements and sports news via school website.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore opportunity for professional athlete to visit and speak to children.</li> <li>• Explore further links to Sussex Cricket, BHA football development and other local sports clubs.</li> <li>• Celebrate achievement of sport away from school (letter home to parents to encourage sharing success)</li> <li>• Investigate further opportunities to attend sport events.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	32%
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"> <li>Provision of an outstanding physical curriculum enabling all children to achieve outstanding learning and develop their physical self.</li> <li>All staff provided with the opportunity for support from sports coach to deliver outstanding sports teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Member of staff studying, completing and passing a Level 5 Primary PE diploma.</li> <li>Using external sports coaching to lead schemes of work thereby passing on knowledge and skills to teaching staff to use for future teaching.</li> <li>Utilising the knowledge of the are SGO</li> </ul>	<ul style="list-style-type: none"> <li>£1,097</li> <li>£2,400</li> <li>£945</li> </ul>	<ul style="list-style-type: none"> <li>Greater knowledge from course has provided the member of staff with the skill and confidence to deliver a rounded, challenging, inclusive physical curriculum.</li> <li>Sports coaching delivered for golf, cricket and street dance has improved staff skill levels and confidence to deliver similar lessons.</li> <li>SGO provided support, resources and training for play leaders enabling staff and students to improve activity levels across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure CPD opportunities for all staff who want or need them to ensure confidence in delivering PE lessons.</li> <li>Explore opportunities for further sports coaching in other sports to further develop staff skill.</li> <li>Continue to utilise the SGO and resources.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	0%
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"> <li>To continue to provide specialist sports coaches to expose all children to new sports and physical activities</li> <li>To offer development sports festivals where possible</li> </ul>	<ul style="list-style-type: none"> <li>Book golf, cricket and street dance professional coaching.</li> <li>Research and enter development festivals provided by SSGO.</li> <li>Pupil voice for clubs – survey to all KS2 children to identify sports that we could offer.</li> </ul>	£0 ( £500 to be invoiced – COVID prevented completion by external provider)	<ul style="list-style-type: none"> <li>Children who would not usually take part in competitive sport had opportunity to do so. Boosted confidence and skill</li> <li>Provision of street dance gave children who struggle with traditional team sports a chance to show and develop their skills.</li> <li>Introduction of hockey club</li> </ul>	<ul style="list-style-type: none"> <li>Research and book external providers again to provide new experiences and opportunities for the children.</li> <li>Continue to enter development tournaments where possible or provide some intra school opportunities.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	49%
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"> <li>Enter as many competitions as possible.</li> <li>Increase links with local sports clubs</li> <li>School Games</li> </ul>	<ul style="list-style-type: none"> <li>Permanent sports coach available to research, organise, coach and accompany children off site without impacting teaching staff.</li> <li>Contact sports clubs to research opportunities.</li> <li>Ensure entry into competitions to qualify</li> </ul>	<ul style="list-style-type: none"> <li>£6,952</li> </ul>	<ul style="list-style-type: none"> <li>All competitions available to us were entered and a diverse range of children took part across all disciplines</li> <li>15<sup>th</sup> / 299 schools in the virtual school games (online competitions during lockdown)</li> <li>15 children invited to attend trials for CFC development squad.</li> <li>2 children invited to attend trials for Sussex cricket</li> </ul>	<ul style="list-style-type: none"> <li>Continue to enter competitions. Take part in all remote competitions this year.</li> <li>Take part in the SSG in whatever format to may take this year.</li> <li>Continue links with local sports clubs.</li> </ul>

Signed off by	
Head Teacher:	<i>Helen M. Smith</i>
Date:	01.09.20
Subject Leader:	<i>Suzanne D. Cole</i>
Date:	01.09.20

Governor:	<i>RJM:lan</i>
Date:	01.09.20