

# 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>- Increased achievement in competitive sports outside of the Physical Education Lessons</li> <li>- Decrease in children opting out of activity.</li> <li>- A varied ESC provision</li> <li>- All children having the opportunity to experience Outdoor Learning or Scout programme.</li> </ul>	<p>Increase local club links</p> <p>Increase opportunities for Wild Discovery</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p>	<p>Due to COVID-19 school closures, our Y6 were unable to attend the swimming sessions</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	

## 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: £	Date Updated:	
<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:
				16%
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 amount of sports activities available at playtimes and lunchtimes	- Train UKS2 to be playground leaders, and enable to them to organise activities in playground such as Daily mile	£580 course attendance and replace broken equipment		Further training for UKS2 to fully embed this in school
Increase variety of sports that are on offer	- Member of support staff to attend Positive Playground/Positive Classroom training			Additional resources to increase games and activities available
Positive Behaviour at Playtimes	- CMAT PE team to provide varied and diverse activities	£2000	Children have happier and healthier playtimes, leading to more focussed times during the school day as recommend by NHS	
	- Activities available to support children in gaining 1 hour physical activities per day		Disengaged pupils more engaged in wider sports	
	- Pupils and adults promote more enjoyable playtimes using skills gained at coruse (above)			
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%



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:
Raise profile of PE across the whole school	Celebration assemblies include a weekly sports star Display board to be up to date to celebrate and promote activities Gym/dance displays for parents/carers	£150 towards rewards/certificates £800 towards curriculum enrichment day for dance	Increase resilience across whole school Develop a positive mindset regarding physical and active lifestyles	Invite local sportspeople into school to attend assemblies  Encourage sportspeople from both genders e.g. female footballers

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Increase confidence and knowledge of PE curriculum of support staff during PE sessions	<ul style="list-style-type: none"> <li>- CMAT PE team work alongside TAs during lessons to build confidence</li> <li>- TAs encouraged to fully participate in PE sessions under guidance and direction of PE team</li> <li>- TA model positive behaviours at attitudes to PE during sessions</li> <li>- TAs given opportunities to try new sports alongside pupils</li> </ul>	£2000	<p>More confident teaching across a range of different sporting and physical activities due to enhanced CPD.</p> <p>Make staff more aware of the equipment we have on offer and how to use it appropriately. Staff are accessing and applying the resources on offer to their planning Purchase new resources to support implementation of new sports Invite local representatives of new sports for taster sessions and training.</p>	CPD for support staff led by CMAT team
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				56%
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:



Children have access to wide range of sports	<ul style="list-style-type: none"> <li>- CMAT PE team to deliver wider range of sports accessible to everyone</li> <li>- Broaden experiences within lesson time and ESC</li> </ul>	£7880	<ul style="list-style-type: none"> <li>- Physical development, self-esteem, encourage healthy lifestyles</li> <li>- Children have access to broad and balanced curriculum</li> </ul>	Continue to develop links with local sports clubs on a regular basis as part of school day and as part of extended schools clubs
Increase links with local sports clubs (golf, rugby, tennis)	<ul style="list-style-type: none"> <li>- CMAT PE team to make greater links with local clubs providing taster sessions as part of ESC (Halesworth Golf Club, Yoxford Tennis, local rugby)</li> </ul>	£1500 toward travel to clubs/specialist support/professional sports people	<ul style="list-style-type: none"> <li>- Children have a taste of different sports to enable them to make greater choices later on life</li> </ul>	
EYFS/KS1 to take part in Wild Discovery activities Extend provision to KS2	<ul style="list-style-type: none"> <li>- CMAT PE team to plan and deliver opportunities for EYFS to take part in outdoor learning and Wild Discovery activities</li> <li>- Resources to develop Wild Discovery</li> </ul>	£2000	<ul style="list-style-type: none"> <li>- Improvement in children's' physical growth, health and skills which will contribute to child's learning (as outlined in EEF)</li> </ul>	Fully embed Wild Discovery within school timetable and within ESC

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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 participation in competitive sport	All children to be part of at least one CMAT PE competition/festival	£1500 towards travel	Increase resilience across whole school Develop positive mindsets regarding physical and active lifestyles	Continue to attend CMAT competition  Organise sports events within hub

Signed off by	
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Date:	03.07.2020
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Date:	06.07.20