



# 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  
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Created by:  Association for Physical Education  YOUTH SPORT TRUST

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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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Up to closure all Soke events had been attended.</li> <li>● New resources had been purchased.</li> <li>● There were a variety of extra-curricular clubs running. Including Elite Sport on Fridays with their club changing with a different sport each half term.</li> <li>● Swimming in the Autumn term.</li> <li>● Achieved a Bronze in the Sainsbury's Kitemark Award.</li> <li>● School Sport Ambassadors were actively involved in sporting events.</li> </ul>	<ul style="list-style-type: none"> <li>● When possible get outside agencies involved in assemblies and events in school.</li> <li>● After school dance club.</li> <li>● Aim for Silver in Sainsbury's Kitemark Award.</li> </ul>

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>	Not assessed due to COVID Swimming in Summer Term
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	As above
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	As above
<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>	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: 2020/21		Total fund allocated: £17,652		Date Updated:	
<p><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</p>					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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>The Daily Mile ensures that all classes take part in daily exercise outside.</li> <li>Swimming occurs in both the Summer Term 2 and Autumn Term 1 across the school for all classes.</li> </ul>		<ul style="list-style-type: none"> <li>Running or fast pace walking around a track on the playground.</li> <li>Weekly sessions of swimming at this time of year. Plus a swimming teacher for each class once a week in the Summer Term.</li> </ul>		<p>£100 (repair)</p> <p>£1692</p> <ul style="list-style-type: none"> <li>Staff have noticed how the fitness and enthusiasm for exercise has changed. Children are keen to participate in their daily walk and have increased stamina.</li> <li>Children across school are more water confidence and can build on their skills with this opportunity of swimming regularly at these times.</li> </ul>	
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					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"> <li>● There are stages of achievement mapped out in our Progression Map.</li> <li>● We aim for all children to have daily exercise and are aware of the importance of fitness and being healthy.</li> <li>● Bronze Ambassador children promote sport in school.</li> </ul>	<ul style="list-style-type: none"> <li>● Lessons in each year group are planned and teach the expected skills. Resources are provided to aid this. Delivery is resourced with high quality equipment.</li> <li>● Every class is outside, getting fresh air and exercise through the Daily Mile. 15 minutes of power walking or running. They currently have an hour a week of formal PE through an hours session. Then teachers are doing quick 20-30 minute brain gym and games throughout the day in classrooms.</li> <li>● Two children to attend the conference to be trained in this role. They aim to provide and promote physical activity in school. Also celebrating children’s achievements inside and outside school.</li> </ul>	<p>£4000</p> <p>£40</p>	<ul style="list-style-type: none"> <li>● They are more competent, confident and ready for the next PE challenge in the following year group.</li> <li>● Children are refreshed. Their fitness is improved with regular daily exercise and is helping their mental health. They are socialising and exercising freely with their friends.</li> <li>● Ambassadors are role models and an active link to encourage all children to take part in physical activity. They advertise sporting events and celebrate success with the whole school.</li> </ul>	



<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>● Being part of Soke Schools through AMVC offers school links, competitions and support.</li> <li>● Extra-curricular clubs.</li> <li>● Stanground Academy coaches provide a variety of sports for each year group.</li> <li>● Active Week in the Summer Term.</li> </ul>	<ul style="list-style-type: none"> <li>● Tournaments and competitions allow the children to experience being in teams and competing against other local schools.</li> <li>● After school/lunch clubs offer a good range of sports and physical activity. Some are led by a Sports Coach. Specific resources are needed,</li> <li>● Offering specific expertise and experiences in different sporting areas. With the chance for teachers to observe and gain knowledge.</li> <li>● The whole school take part in extra physical activity in that week. A fun week to promote exercise and sport.</li> <li>● BMX Academy day</li> </ul>	<p>£4800</p> <p>£3000</p> <p>£2548</p> <p>£200</p> <p>£600</p>	<ul style="list-style-type: none"> <li>● New skills in order to compete. Teamwork and good Sportsmanship. Can pitch themselves against others.</li> <li>● Children can select the sport or activity that interests them.</li> <li>● Expert coaching in a sport at Secondary level. Offering specific skills and experiences to children. Children may want to join an external club.</li> <li>● Children participate in a physical activity from Sports Day events to fun games. Learning that being active can involve sport or doing something different like circus skills or jumping on a bouncy castle.</li> <li>● To help school pupils to develop stronger mind sets, build resilience and</li> </ul>	
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<ul style="list-style-type: none"><li>● Extra swimming session for less confident swimmers.</li></ul>	<ul style="list-style-type: none"><li>● An extra swimming club for children from Y1 to Y6. These are selected by the class teacher.</li></ul>	£100	improve wellbeing. <ul style="list-style-type: none"><li>● These children have extra tuition with a swimming instructor to increase their water confidence and ability to swim in smaller groups.</li></ul>	
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