

# 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 **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>This year over 25% of the school have taken part in out of school competitions. We would like to continue to see this rise and encourage all children to take part in competitive sports, either in house competitions or school competitions.</li> <li>Sports equipment is readily available and up to date.</li> <li>Specialised coach has increased the CPD of staff who are more confident in teaching PE and children are enjoying PE more, as well as trying to achieve their 30 minutes of physical activity a day.</li> </ul>	<ul style="list-style-type: none"> <li>How have children been getting their daily exercise during lockdown?</li> <li>We were on track to achieve bronze award for school games but that was postponed due to coronavirus.</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.	54%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	54%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA
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?	Yes/ <b>No</b>

## 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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £34,085		<b>Date Updated:</b>	
<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: 49%
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?:
Engagement of all pupil in physical activity.		Timetabled slots for PE lessons. Each class has two PE session a week for 45 minutes – 1 hour.		NA	Children are having two hours physical activity within lessons and are enjoying the variety of activities offered.
Engage children in structured physical activity during lunchtimes.		Midday supervisor trained in Playpod that allows for structured lunchtime play and gets children active for 30 minutes.		£5762	Children are active during playtime sessions and children from different year groups interact. This allows older children to take on an active role in playing and exercise with younger children.
Engagement of all children in physical education during Covid 19 when schools were allowed to reopen.		Sport coach used to get children into school for one hour a week during lockdown, adhering to social distancing and bubbles of 15.		£2830	Children are working towards achieving their weekly physical target and helping with their physical and mental wellbeing during lockdown.
					Update clubs for children next year.  To update some of the playpod equipment and ensure older children are taking an active role.  NA as this was for Covid 19 and children should be back at school from September.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.5%
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:
New football shirt bought to raise the morale of players and increase motivate for children playing in competitions.	Include as many children in school competitions as possible.	£101.27	Children are proud to be part of the school team.	

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:
Sports Specialist teaches PE 1.5 day a week and all children and teachers are involved throughout the year. He supports the PE specialised in running house competitions. The coach works with SEN children for 20 minutes a week to help with their core skills.	To improve the knowledge and skills of teachers. The coach has been observing teachers this year and giving them feedback on their lessons.	£2130	Teachers are more skills in the teaching of PE, they are now teaching alongside coach. Children enjoy PE and are taking part in more competitions throughout the year. SEN children are increasing their motor skills with small sessions.	To continue with school tournaments as this was was postponed due to Covid 19.
PE pal- This is an ipad that contains lesson plans from Atlas sports. Teachers can access high quality PE lessons and access children on the spot. Teachers can see where there is a weakness in their class.	Teachers are teaching high quality PE lessons that are well structured and follows a rolling programme to allow children to have a broad range of sporting activities throughout the school year.	£1349		Teachers to ensure they are beginning to assess children. This was new to the school this year so teachers are concentrating on high quality lessons this year.
Fortius PE course to allow for PE lead to have high quality CPD throughout the year. Supply cover was needed for	PE lead being kept up to date with current ideas and learning. PE lead	£160 (meeting) £159 (supply)	Ideas for keep PE up to date shared with staff through staff	Find new courses that can help and include other staff

this day.	made contacts within other schools to set up competitions.		meeting.	members.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				21.7%
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:
Additional achievements:  Highly trained forest school teachers who teacher through ks1 and ks2 to allow children outdoor learning.  High quality equipment bought to ensure high quality teaching.	Children are having a high quality of learning outdoors. This is helping them to achieve their half an hour of exercise each day.  Sport equipment needs updating to ensure safety and fun for the children. We are ensuring we have enough equipment so all children can be active throughout lessons. This includes gymnastic cards that help teach high quality gym lessons and show children how to safely learn gymnastic moves.	£4134  £335.15	Children are engaged in outdoor learning and understanding the world around them whilst taking part in physical activity.  Children have access to high quality equipment.	To ensure all children throughout the school have at least 6 weeks of forest school- this was interrupted this year due to Covid 19.  Keep updating equipment. Any equipment that is no longer needed is donated to families to help them keep active at home.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4.8%
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:
Sports membership (including Atlas sports, SDPSSA and NNAS). This allows for children to take part in competitions for a variety of sports throughout the year. Our aim was to have 33% of KS2 children taking part in at least one competition throughout the year (affected due to Covid 19).	Children regularly taking part in high quality, well organised sporting events.	£469 (atlas) £90 (SDPSSA and NNAS)	Atlas sports work closely with the school to help with PE pal and running of competitions.	To continue with the membership and aim for Bronze school award.
KB coaches payment for children to take part in FGR football tournament at Rednook school. This is helping to work towards our bronze school game award.	Children take part in high quality competitions and have a sense of pride for their local tea – FGR.	£120	Children were coached by FGR under 18 team players. They were given football tips and enjoyed playing football against other schools.	FGR offer other training packages throughout the year to work with local schools.
Booking at Stroud Leisure centre Astro turf. Year 5/6 took part in a Hockey tournament.	Given children the opportunity to take part in a school competition.	£161.25	Year 5/6 had been learning Hockey with the sport coach. During this day they were able to put the lessons into practice and compete against their classmates. Each year group has had a competition throughout the year.	School competitions linked to the upcoming years rolling programme.



Signed off by	
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