



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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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.

Key achievements to date until July:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Silver School Games Mark • Year 6 Girls and Boys reaching County Finals for Sportshall Athletics • Active Part of Local Sports Partnership • Yoga workshop for Feeling Good week • Participated in Watford FC Half Time Penalty Shoot Out competition • Increased staff confidence in PE • Purchase of new PE scheme 	<ul style="list-style-type: none"> • Provide additional opportunities for all children to achieve at least 30 minutes of physical activity a day • Increase range of extra-curricular PE clubs on offer to all pupils • Provide increased opportunities for pupils to take part in competitive sport • Raising the profile of PE and sport across the school as a tool for whole school improvement.

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? 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.	90%
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?	50%
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

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:
<p>School PE and Sports board regularly updated with fixture information, competition results, information about local clubs and showcasing school success.</p> <ul style="list-style-type: none"> - Positive attitude towards PE and extra-curricular sports - All staff view PE as a core subject <p>PE Award for children who show an excellent attitude and performance in lessons</p> <p>Identify areas where new sports and activities can be included within the curriculum.</p> <ul style="list-style-type: none"> • Participation in wider range of sports e.g. Yoga workshop for Feeling Good week • Improved standards and assessment • Wider range of sports on offer • Greater use of resources and facilities <ul style="list-style-type: none"> • Have athlete come in for National School Sports week. 	<p>All participation in competition is celebrated in assemblies, school newsletters and via social media. Information regarding local clubs and events also provided in school newsletter. Time given to PE in weekly staff meeting. Displays around the school. Parental involvement in sporting activities.</p> <p>PE apprentice identifying children in lessons who have shown a positive attitude and improved performance</p> <p>Yoga workshop for Feeling Good week</p> <p>Olympic athlete coming in for National School Sport Week (Postponed)</p>	£495 – Yoga workshop	<p>Pupil voice identified sports and activities that children want to take part in.</p> <p>PE is prioritized in all class timetables</p> <p>Children independently use PE skills in break and lunchtimes (competing and officiating)</p> <p>Children more engaged in lessons and show greater willingness to succeed.</p> <p>Greater range of sport in PE lessons and being played at break and lunch times</p>	<p>To offer further lunchtime/after school coaching to develop students' abilities and up-skill members of staff.</p> <p>Identify the positive impact that PE and school sport has on academic achievement and behaviour</p> <p>Review School development plan</p> <p>Use PE conference to review, evaluate and plan for the next academic year.</p> <p>Monitoring use of schemes and whole school PE coverage</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	21
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:
<p>Releasing the PE leader for training and the up-skilling of staff</p> <ul style="list-style-type: none"> Enhanced quality of teaching and learning and inclusion More confident and competent staff Improved standards and assessment Improved behaviour in PE lessons <p>New whole school PE Scheme to be purchased:</p> <ul style="list-style-type: none"> Inset to introduce scheme and model how it should be used (Cambridge PE Scheme) <p>Use of external PE teachers and coaches to assist in the teaching of PE lessons to upskill staff.</p>	<p>Ensure cover is organised for PE leader. Identify staff that would most benefit from PE Leader's support.</p> <p>Staff to plan together with the potential to team-teach lessons.</p> <p>Staff audit of knowledge and understanding of teaching PE.</p> <p>Program of CPD set up for staff.</p> <p>Support given to staff in planning and leading lessons using new scheme.</p> <p>Contact Premier Sports and have coaches come in on a regular timetabled basis.</p>	<p>£540 -Cover for PE Leader to attend CPD courses</p> <p>£252 - MSA training</p> <p>£175+VAT – New whole school PE Scheme</p> <p>£2923.64 –Premier Sports coaches to assist in PE lessons to upskill staff.</p>	<p>PE lessons have greater impact and children are becoming more skilled as a result of increased staff confidence.</p> <p>Lessons follow a clear structure and there is a clear path of progression as children go through the school.</p> <p>Children enjoying new scheme of work and developing new skills from broader curriculum being offered.</p> <p>Staff feel more confident when delivering PE lessons as a result.</p>	<p>To review the CPD program at the end of the academic year.</p> <p>To measure impact of new PE scheme and identify any further equipment needed.</p> <p>Identify staff who require further support in delivering new PE scheme.</p> <p>Ensure new members of staff are introduced to PE scheme.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	25
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:
<p>Offer opportunities for children to take part in a wide range of school sport through extra-curricular clubs, competitions and events.</p> <p>Continue to offer additional extra- curricular opportunities for all pupils to take part in physical activity and sport</p> <p>Providing additional links and signposting to local clubs through our PE and Sport Board/Newsletter/ParentMail</p> <p>Opportunity for children to participate in festivals/tournaments through School Sport Partnership</p> <p>Increase opportunities for KS1 children to participate in competition</p> <p>Have external coaches come in to offer a broad range of sporting activities to all age groups.</p>	<ul style="list-style-type: none"> - Offer opportunities for children who are less active to attend a range of activities through the school sport partnership. - Use pupil voice to review extra-curricular activities - Sports coaches to provide extra-curricular sporting opportunities - To keep the website and PE and Sport board up-to-date with range of clubs currently on offer - Encouraging children to attend extra-curricular clubs. - School to enter children into sporting festivals/ competitions. - Links made with other local schools to offer the opportunity for A/B/C team matches - Equipment continues to provide opportunities during break and lunchtimes for children to develop skills <ul style="list-style-type: none"> - Yoga workshop during Feeling Good week. - Olympic athlete visit planned for NSSW (Postponed) 	<p>£3891.09 - New equipment and resources for indoor and outdoor PE lessons</p> <p>£170 - Portable Sound System for outdoor PE lessons</p> <p>£532.71 – Purchase of lunchtime resources for KS1 and KS2</p>	<ul style="list-style-type: none"> - Children more engaged - Increased pupil participation in lessons/lunchtimes/extracurricular clubs - Enhanced quality of activities on offer - Increased staffing capacity and sustainability - Improved and inclusive extra-curricular provision - Improved behaviour and attendance and reduction of low level disruption - Pupils more aware of opportunities to get into sport/stay active. - Developing life skills e.g. communication, teamwork, fair play and leadership - Coaches signposting children to opportunities outside of school. 	<ul style="list-style-type: none"> - Ensure external coaches are aligned with our vision of school sport and PE and that they are offering opportunities where children can enjoy sport and physical activity. - Offer greater opportunities for KS1 children to take part in a range of PE and sport. Aim to develop link with local primary school to host our own festivals/events.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	14
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:
<p>Review & increase the competitive school sports we participate in</p> <p>Look for opportunities for high achieving children in sports to compete at a higher level</p> <p>Be active participants in the local School Sports – be part of the Sport Partnership</p> <ul style="list-style-type: none"> Increased participation in competitive sport for both school teams and classes. Competitions where individuals can progress entered e.g. cross country Increased success for both groups and individual pupils 	<p>PE Leader to enter classes and year groups into competitions</p> <p>Class teachers to make children aware and provide them with sufficient time during/outside of PE lessons to practise</p> <p>Teachers to support all children so that they can achieve success and enjoyment in competitions.</p> <p>Teachers to deliver competitive games activities at the end of PE units e.g. netball tournament</p> <p>Intra school competitions to be organised between houses.</p>	<p>£1300 – Membership to School Sports Partnership</p> <p>£1080 – To release staff to take children to competitions</p> <p>£135 – Transport to events</p>	<p>Competition results show that PE lessons and training have led to pupils experiencing success.</p> <p>Greater number of opportunities for KS1 pupils to experience competition.</p> <p>Pupils have become more confident with rules of sports and games – some children taking on officiating and coaching roles within lessons.</p>	<p>Develop links with local schools and offer children opportunity to participate in A/B/C team games</p> <p>Have other staff members take lead roles in organising fixtures for a variety of sports.</p>

Signed off by	
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Created by:  association for Physical Education  YOUTH SPORT TRUST

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