

# 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](#) 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>- 63% of KS2 represented the school in sporting events. The events included; Football, dodgeball, tag rugby, cross country and netball.</li> <li>- The Yr 5 &amp; 6 dodgeball team won 2 events against other local schools</li> <li>- We have used pupil voice to establish exactly what equipment the children would like for the playground and what after school activities they would enjoy.</li> </ul>	<p>Create a healthy passport for all children in KS2.            Fully embed planning &amp; assessment in PE            Introduce Inter-Team competitions throughout the year.            Focus on physical activity &amp; wellbeing in girls and families in line with national priorities (Particularly the current year 4 class going up to year 5)            Install a new Daily Mile track and redevelop the KS2 playground            To introduce new extra-curricular activities by using the pupil voice and gain a higher attendance at extra-curricular clubs            Host a sporting event to raise money for a charity.</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: £17,820		Date Updated: 6/10/20	
<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:
					%
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:
To create additional opportunities for pupils to engage in regular physical activity.	Provide lunch time clubs for 30 minutes once a week for each year group.	£546	Improved afternoon behaviour – specific individuals particularly benefited. Behaviour on the playground has improved with less reported incidences.	Continue with lunch football clubs focussing practically year 5 girls.  Continue with lunch time playground games to improve play time activity for all.  How can we engage Sports leaders with no mixing of bubbles?	
<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:
					%
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:

<p>Ensure that the playing field is well maintained and can be used all year round</p>		<p>£1800</p>	<p>Playing field continues to be maintained ensuring all round use across the year.</p>	<p>Speak to a company about how we can maintain the field long term to ensure quality of access?</p>
<p>Tree and hedge work to ensure full access to the field can be maintained.</p>	<p>Tree and hedge work carried out by a tree surgeon</p>	<p>£1063.40</p>	<p>Overhangs that have impacted full use of the field for competitive matches and PE lessons has been addressed.</p>	<p>We must include more active breaks into our school day and utilise the new field space.</p>
<p>Enable PE and Sports Provision through skills appropriate and high quality resources. Enable more children able to practice for and participate in interschool sports. Sports kits are safely stored.</p>	<p>Sports Leader audited the current resources. Ensure playground equipment replenished where required</p>	<p>£348</p>	<p>Playground equipment purchased and improvements made to the play areas, storage and shelters. Equipment replenished so that children remain active at playtime.</p>	<p>The resources are well organised and stored leading to the kits lasting longer. No further resources are needed to deliver pe lessons.</p>
<p>Purchasing of new equipment to ensure quality of access  WASPS membership</p>	<p>Sports memberships are used to embed latest best practice into PE lessons.</p>	<p>£120</p>		<p>Next steps would be to use the virtual online competition with Active Surrey.</p>

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:
CPD opportunities for teachers by team teaching and observing strategies used by qualified coaches impacts on the quality of PE provision and outcomes.	Increased confidence in teaching and learning across the school with collaboration between sports coaches and teachers	£3822	Lesson drop ins demonstrate that the sessions are of high quality and value. Sessions not only focus on key skills but also on sporting language/terminology as well as social interaction, communication and collaboration	Ensure that teachers feel confident
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

Additional achievements: Intra School competition programme to provide inclusive sports and activities.	Training provision for young leaders and termly competition calendars shared with staff and pupils	£150 Year 5 Sports Crew Training		How can we continue to use our sports leaders without mixing bubbles?
Summer and half term camps	We subsidise the costing of renting our school during summer and half term for the children to experience a range of sporting activities	£1300	This allows more sessions to run and they can therefore be offered to more pupils.	
Playground equipment has been replenished so all children	This creates an active and healthy playground where children are using equipment to experience a range of activities.	£1649.76		New playground markings to encourage more children to be more active throughout the school day.
Accessing ad hoc opportunities for wider sporting access at different year groups	Coaching programmes for KS1/2 Cricket		Cricket sessions were due to begin but were then ceased due to lockdown	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Access to a wide range of sports competitions for all year groups. A focus on getting the inactive active has meant that we are targeting more pupils through a broader range of competitions. Following the guidelines by Active Surrey and the Youth Sport Trust a range of competition formats are on offer to engage more pupils in inter competition.</p>	<p>Supply/LSA cover for teachers make sure support is provided for the children participating in sporting events.</p>	<p>£579</p>	<p>Aim to improve self esteem and confidence as well as a sense of pride representing ones school.</p>	<p>Pay for a member of staff so we are able to drive our own mini bus to future sporting events.</p>
	<p>WASPS Annual Subs</p>	<p>£120</p>		
<p>Mini Bus travel to supporting events.</p>	<p>Increasing the participation in competitive sporting events.</p>	<p>1,260</p>		

We are carrying forward £4,446.59 into the next school year.