

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 **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 2019:	Areas for further improvement and baseline evidence of need:
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Through the use of external agencies team teaching and coaching the staff, we are now in a position to move forward with the teaching of Outdoor PE, without the need for specialist support. We have done this, but wish to develop further for indoor PE.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. We have done this, but wish to continue to develop this further.</p>	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</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>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.</p>	46%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	24%
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?	Yes/ No

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: £18,500		Date Updated:	
Key indicator 1: The engagement of all 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:
					0.57%
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 to become playground leaders to impact on involving children in physical activity at lunchtimes and play times.	<ul style="list-style-type: none">Select suitable playground leaders and discuss the impact they will have during a lunch timeChildren to work with outdoor provider to develop ideas for games to engage children in regular activity at lunchtimes.	Used in combination with CPD costing.	Increased activity at lunch time. Children leading games and activities and engaging younger children to be active.		<ul style="list-style-type: none">Work alongside playground leaders to develop areas of confidence in different sports.New group of children identified for new school year.Children more active at lunch times and engaged.
Children to be active during breakfast club.	<ul style="list-style-type: none">Range of sports equipment ordered to ensure children have opportunities to be active early morning.	£107.00	Delay in ordering of products due to Covid – impact to be identified in new school year.		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					1.57%
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:

Notice boards in hall to raise the profile of PE and Sport.	Children to be placed on the board to celebrate sporting achievements outside of school.	No cost	Increased number of children sharing success of their sporting achievements outside of school.	Continue to celebrate the achievements of children outside of school and in school.
Whole School Sports week	Raise an awareness of different sports in school and the local area.	£290.00	Greater amount of pupils signing up to after-school clubs and sports competitions linking with the sports delivered during the week.	Plan more days of children getting involved in sport.
	Planned expenditure for School sports week	£500.00	Not spent due to Covid carried over to next year.	Plan a range of different sports. Link with local sports clubs and invite people in so children are able to see what is around their local area and what is available to them.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17.89%
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:
In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. Teacher to have CPD in gymnastics and dance provision teaching floor and apparatus to impact on indoor provision for students. To ensure lessons are progressive and skills are developed.	Staff to receive CPD from KSA. Support in delivering sessions and progression and skills developed and next steps identified.	£3,300	<ul style="list-style-type: none"> - Improved knowledge of skills for the delivery of sessions. - Increased confidence in the delivery of outdoor and indoor sessions. - Improved quality of teaching and learning and the development of progressive skills and structure. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> 2 Skills, knowledge and understanding of pupils are increased significantly. 2 Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve 	<ul style="list-style-type: none"> - Funding will continue to develop staffs CPD on the delivery of indoor and outdoor provision. - Questionnaire to be given to develop understanding of new staff's confidence and CPD identified and put in place. - This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport indoor and outdoor.
	Planned expenditure for continual CPD for staff in the summer term	£1600	Not spent due to Covid carried over to next year.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				73.12%
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:

<p>Additional achievements: Provide a range of extra-curricular clubs to inspire and engage children to participate in more physical activity. Increase the range of clubs available using the sports coach and staff strengths. PP children to have priority when selecting extra-curricular provision. Pupil voice to identify barriers to attending clubs.</p>	<p>- Arrange a pupil survey to ascertain what pupils would like. - Involve external coaches to work in clubs – feedback from questionnaire to children. KSA to deliver a range of after school clubs dependent upon children's request.</p>	Included in CPD costing	<p>Large participation in all children from reception to year 6. Participation increased for this specific club – retained over every half term</p> <p>Intake of pupils accessing a variety of sports – not just generic.</p> <p>Registers show a wide range of children benefitting from extra-curricular provision.</p>	<p>Link after school club provision to the sporting calendar.</p> <p>Link with staff strengths on delivery of sports sessions.</p> <p>Continue to deliver the opportunities for children to access a wide range of sports.</p> <p>Sustainability – ensure staff are continuing to provide a wide range of activities – have a long term plan set out from September to oversee areas where we can implement more.</p>
	<p>Marc Albrighton Centre of Development – increase participation and broaden the opportunities for all children.</p> <p>Teaching staff to deliver sports session as part of their time.</p>	£4274		
	<p>Children to have the opportunity to take part in a range of activities during the residential week.</p> <p>Residential – Money already paid</p>	£3,102.00	<p>Money paid as a deposit carried over to next year.</p>	<p>Children continue to build upon key skills and act as lead learners during their PE lessons.</p>
	<p>Residential – planned money</p> <p>Children able to have access to a wider range of sports</p>	£1,300.00	<p>Not spent due to Covid carried over to next year.</p>	<p>Profile of PE and sport and staff and pupil confidence continually being raised across the school</p>
Update / buy in new equipment		£6,152.48		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.54%
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:
More teams taken to competitions	Payment to Tamworth sports council website	£100.00	A wide range of competitions advertised to pupils – greater uptake of children wanting to take part in school competitions.	Equipment available for other children to take part in sport. Success and celebration shown in assembly to encourage others to take part. Equipment and kits purchased can be used for pupils in subsequent years.
Organise more in-house competitions for children to access.	Organise termly competitions for each Key Stage in particular events. School team captains to organize children to take part in in-house competitions between school houses	Included in CPD costing	More children involved in competitive sport during lunchtime.	Structure of intra-school competitive events can be repeated in subsequent years. Continue to provide in house competition. Increase the amount of activity also available for girls. Organise after school clubs to coincide with the sporting calendar to take sports teams to compete.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	