

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • We have provided after school clubs, free of charge to pupils. • Sports coaches have worked with our pupils over the lunchtime period. This has led to increased participation in physical activity in particular of girls. • We installed 6 exercise machines into the playground to be used both in curriculum time and over the lunchtime period. • We installed 2 table tennis tables for the children to use over lunchtime and within curriculum time 	<p>Staff training to encourage use of fitness and gymnastics equipment.</p>

Meeting national curriculum requirements for swimming and water safety.	<p>This data is not available due to lock down and the Covid 19 pandemic interruption of planned provision. Swimmin lessons were not available in 2020/21 academic year.</p>
<p>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 2021.</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<p>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?</p>	<p>No</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: 2020/21	Total fund allocated: exact figures have not been announced at time of writing. Based on previous academic year £17830 including £17500 carried over from 2020/21		Date Updated: Autumn 2021	
Key indicator 1: 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:
Children are actively engaged in physical activity during break and lunchtimes.	Employ a sports coach via 'Premiere Education' who will work with each class on a rota basis to introduce games and encourage participation of all pupils in a range of physical activities both team sports and individual fitness work.	£16 100 per year sports coach £2500 pe equipment for lessons, playtimes and after school activites.		This role is directly dependent on funding from Sports Grant allocation. The school would investigate directly employing a coach to fulfil this role if the Sports Grant ceased and school budget allowed.
To ensure that pupils in early years have access to the equipment needed for	Develop the Reception outdoor area in order to facilitate pupils' physical development	£10,000		Changes to the outdoor area provision will be sustainable year on year as the equipment will remain available for pupil use. Supporting pupils in the EYFS to develop confidently in terms of their physical abilities and to appreciate the value

				and importance of physical activity will support them in their future development as they move through the school and beyond.
Ensure pupil safety whilst engaging in increased sporting activity	Purchase of a defibrillator	£950		This will be available going forwards
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	
Ensure that pupils value physical activity and see it as an important part of their school day through regular, high quality PE and Games lessons.	Employ a sports coach via 'Pro Active Sports' who will work with each class on a rota basis to introduce games and encourage participation of all pupils in a range of physical activities both team sports and individual fitness work. Coach to work with pupils within the curriculum, at lunch times and after school to ensure that there is an understanding of the importance of physical health and its benefits in terms of emotional and mental health.	See key indicator 1		The school would investigate directly employing a coach to fulfil this role if the Sports Grant ceased and school budget allowed. There has been positive impact

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation	Impact (to be reviewed termly)	Sustainability and next steps
Teacher's to work alongside the Sports Coach to deliver the PE curriculum. The coach will model best practise and support teachers in improving their teaching of PE	Sports coach to work along side class teachers to improve their confidence and skill level in	See Key indicator 1	Teachers ability to teach PE is improved and they have had the opportunity to develop practise with support from a sports coach
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			%
Intent	Implementation	Impact	
Ensure that pupils take part in a range of activities across the PE curriculum, break and lunchtimes and in after school activities.	Sports coach to ensure that a range of activities is offered. Audit equipment and purchase equipment needed to maintain a strong offer.	See key indicator 1 £ 1500 for sporting equipment	Equipment will be available for use in future years. Investigate possibility of Sports and Health mentor role becoming a permanent role within school if impact analysis suggests there has been positive impact
To provide additional swimming lessons so that year 6 pupils can achieve their national curriculum swimming levels despite the disruption caused by the pandemic	Swimming sessions have been booked for year 6 in the summer term to ensure that they achieve national curriculum expectations in swimming.	£6000 budgeted	This will allow the school to retain it's usual pattern of pupils attending swimming lessons in years 4 and 5 going forwards and will allow year 6 pupils to access the high school curriculum.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Take part in local inter school sporting activities.	Coach to organise competitive games with other local schools and access existing inter school sporting activities. To be part of their regular working hours.	See Key indicator 1		Investigate possibility of participation in local sporting networks with other BDAT schools.