

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](https://www.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 2021** 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 2021. 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: |
|---|--|
| Engaged more SEND & PP pupils in after school clubs and enrichment activities Children more regularly active at lunchtimes Improved understanding of fitness and health across the school | |

| | |
|---|--|
| Meeting national curriculum requirements for swimming and water safety. | YR6 unable to access swimming due to Covid 19. These figures are based on their swimming ability at the end of YR5 |
| 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. | 66% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 77% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 50% |

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| <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: 2019/20 | | Total fund allocated: £ | | Date Updated: | |
|---|---|-------------------------|--|---|---------------------------------|
| 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 | |
| Children have opportunities for regular physical activity in school as part of their learning on Wellbeing | All YR1 – 6 pupils have a 3 x 40 min lesson with a PE specialist and access a broad and balanced curriculum A broad range of after school clubs on offer – Netball, Multi-skills, Gymnastics, Football, Rounders, Tennis A daily rota of lunchtime activities on offer led by PE specialist and YR5/6 Sports Crew | | Pupils achieving expected and above Good numbers at clubs and children highly active during morning and lunch breaks | Promote walking, cyclin, scooting to school Pupils have the opportunity to do the Daily Mile with their class teacher. Marked route Discuss why parents reluctant to pay for clubs | |
| 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 | |
| All pupils take part in a broad range of learning opportunities | Commitment to high quality PE by employing a specialist Accessing additional competitive and non-competitive opportunities through the SSP All classes to attend at least one Festival per year Children who attend clubs to be chosen to represent the school in SSP focus sport for that term | SSP £4,750 | Children gain confidence in their abilities and recognise their strengths and weaknesses Children motivated to challenge themselves Children gain new skills and understanding, social skills, display our school values | | |

| | | | | |
|--|--|------|-------------------------|--|
| | SSCO Phil Milsom came into school to deliver 3 x gymnastics sessions with YR3/4 Replenish equipment | £750 | Learning more effective | |
|--|--|------|-------------------------|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--|--|--|
| | | | | % |
| Intent | Implementation | | Impact | |
| Consistent high quality learning across the school | Highly experienced PE specialist Regular CPD opportunities through the SSP SSP Annual Conference Quality checked after school club providers – Premier Education and Saints Southwest | | High quality teaching in all aspects of the PE curriculum Pupils achieving expected and above AY up to date on current thinking i.e. rising obesity levels, poor fitness links to health issues in later life | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | | Impact | |
| Additional achievements: To inspire PP, SEND and other children who do not usually take in school sport | Play Active club – 15 children YR1 – 5 Girls Can – 20 YR, YR 1 - 4 Bikeability for all YR6 children Novices invited to take part in SSP Cyclocross and Cross-Country 4 children from YR5/6 attended an Inspire Day organised by the SSP at Plymouth Life Centre | £611 £480 £120 | Maximum uptake – Monty Williams, Arianh Emery, Oliver Bird, Lily Sutton, Lola Pile gained new skills and confidence Several children worked hard to gain competence prior to the course and then completed Level 1 or 2 Children enjoyed the experience and keen to take part again All the children gained increased water confidence, learned to dive and had a really positive experience – Alanah Harbut, Mabel Munoz, Sulli Pinfield, Sam Powles | Continue to find ways to give children with additional needs positive experiences which improve their health and wellbeing |

| Key indicator 5: Increased participation in competitive 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: |
| More children gaining experience of the sport and developing character through competition More children achieving success at a higher level | Compete in a range of learning community events and whole partnership events Enter A,B & C teams in YR5/6 Netball and Football tournaments Enter A,B & C teams in YR3/4 Netball tournament Include some children in Cross-country and Cyclocross who haven't previously had the opportunity All children to have competed for the school by the end of YR6 | | YR3/4 & 5/6 1 st in TMLC Netball tournaments YR5/6 4 th in Netball finals YR3/4 & 5/6 2 ND in TMLC Gymnastics tournaments YR3/4 3 rd in SSP Tag Rugby YR5/6 2 nd in SSP Tag Rugby YR5/6 1 st in Mini Tag Rugby tournament at Starcross YR5/6 2 nd team in SSP Cross-country YR5/6 3 rd in TMLC Football Achieved School Games Platinum Award 5 children in YR6 have not as due to Covid 19 no large scale events will be possible during the summer term | Continue to be fully engaged in the SSP Continue to introduce new children to competition and nurture talent Signpost children to community clubs |

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

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| Date: | |
| Governor: | |
| Date: | |