

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 **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"> • PE teaching is well supported. • Activity across the school day is high and exceeds the 30 minutes across the school day. • Children in 4, 5 and 6 have access to swimming lessons. • The school participate in majority of the festivals ran by the DSSN and compete to a high level. • Every child has competed at a DSSN festival at some point across the year. • We compete in many of the inter school competitions. • PE has a high profile across the school. • Winning DHC Sports day. • Achieving the Gold mark for sport. • Promote being more active at home. • Winning the Rapid fire cricket. • Winning the visit from Ben Smith regarding the daily mile. • 10 children in in years 5/6 passed level 2 of bikeability course. (Week beginning 23rd September 2019) <ul style="list-style-type: none"> • Reply on Twitter from Joe Wicks when we were doing PE with Joe at the start of the Covid Lockdown. • Subject leader provided weekly challenges online throughout the Covid Lockdown. 	<p>More evidence of competition within school (Intra competitions)</p> <ul style="list-style-type: none"> • Upskill staff in teaching of PE. • More success in inter school sport. • A wider range of sports available to access across school. • Increase the numbers of children hitting the national expectation in swimming. • Provide more once in a lifetime events for the children. (Sport trip)

Meeting national curriculum requirements for swimming and water safety. COVID19 Caveat: The Year 6 cohort 2020 swim in the Summer term which was not possible due to the closure of swimming pools. The data is based on the 2019 swimming outcomes.	
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.	50%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25%
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

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: £17 620		Date Updated: 1st July 2020	
<p>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</p>					Percentage of total allocation:
					52%
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?:	
PE resources	Children have to resources they need to achieve high quality PE.		£1000	Children able to have access to the resources they need during PE lessons. Reduces equipment sharing therefore active participation increased.	
DSSN funding	Children have to opportunity to compete and leads to an increase rate in sport participation		£1100	Children able to compete against other schools in inter-school competitions and festivals.	
PE TLR (with on costs)	Allows for PE to led at a high level and makes sure that PE teaching is consistent across the school		£3500	Children trained to lead clubs and the subject is run to a high level(observations were planned to take place to ensure teaching and learning in PE was to a high standard impact of COVID).	
Sports Apprentice (1 term)	Was able to interact and support with the running of lunchtime clubs.		£3580	Impact on the children was minimal as Sports Apprentice had high levels of absence	
					Wide range of resources to be available re COVID19 to reduce sharing
					Sports apprentice appointment for 2020-2021 to take into consideration attitudes to work

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.6%
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:
All staff to look profession and set a high standard of appearance to model for the children when partaking in PE. New staff only	All staff to look profession and set a high standard of appearance to model for the children when partaking in PE. New staff only	£100	Staff look profession when teaching PE and when out at events.	Staff members received.
Sports Apprentice (1 term)	Having the Sports apprentice raising the profile of the subject and helped the teachers set up lessons prior to the lessons before he left.	Sports Apprentice costs allocated under K11	Helped promote high quality PE.	Due to high levels of absence consistency of provision was reduced.
Weekly release allows other staff to see the subject is valued by SLT and allows for a strong rigid plan and vision for the subject.	Subject leader has time to plan the curriculum around DSSN timetable and promote the school games values throughout the school.	Weekly SL release funded under K13	One hour weekly with additional release at least termly.	Weekly time to be used more effectively.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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 have the chance to practice new sports and have the chance to compete in these against each other and against other schools.	We will try new sports this year such as badminton and indoor cricket.	Part of DSSN funding costing under K11	Year 4 won the cricket festival prior to Covid-19 and year 6 took up Badminton as part of their PE teaching curriculum.	These activities (where possible) to feature as extra-curricular provision
Helping aid with sports tips for teachers from a coaching perspective.	SL to work and coach the sports apprentice to help aid the teaching of PE	Sports Apprentice funding costing under K11	Sports apprentice resistant to adult coaching.	
TLR for PE subject leader.		TLR funding costs under K11		
Purchased GetSet4PE to help teachers teach a high quality of PE with the planning and assessment of PE.	Will allow teachers to teach PE to a higher standard.	£654 Get set PE £599 Active Maths	Led to a wide variety of PE being taught and also to a higher standard to previous year.	Continue to use Get set PE
PE lead to have weekly release time.	Subject will be lead well	Release time £1350	Facilitates teacher CPD. Covid 19 had an impact on teacher CPD in PE.	
PE lead to attend the Herts PE conference	Subject leader will be up to date with the recent initiatives	PE conference CPD £200	SL CPD and also outside agencies where booked for the planned sports week that didn't go ahead (COVID 19)	Sports Week to be blocked into 2020-2021 academic year

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				32%
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: DSSN Subscription allows for children to access a wide range of sports in and outside of competition.	Children experiencing new sports	Part of DSSN subscription funding allocated under K11	Children have the opportunity to experience a wide range of new sports.	Subscription to be renewed and participation to be through different strategies (COVID19)
All children are able to have access to sport (transport to and from activities)	Children able to safely get to and from events.	Subsidised PE activities /Transport to events £4000 (2 terms)	More children participated in sports festivals and competitions	
Table tennis club allows for children to participate in a before school club. Sports week	Children able to be more active throughout the school day	£300 (TL) club £600 sports week	Children have the opportunity to experience a wide range of new sports.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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>Extra curricular clubs ran before, during and after school to aid the transition from club sport to competitive sport.</p> <p>DSSN Subscription allows us to enter competitions.</p> <p>An increase in the intraschool competitions ran by primarily the sports crew and the sports apprentice.</p> <p>Foundation sports to be coming in and working with children to run a dodgeball and football club aswell as teaching PE on a Thursday</p>	<p>An increase in physical activity</p> <p>Children are able to access inter school competitions</p> <p>Children able to gain confidence by competing in intra school competitions.</p> <p>Increased participation at lunchtimes and afterschool clubs.</p>	<p>DSSN subscription allocated to K11</p> <p>£100 for washing kits etc</p> <p>£275 resources and entry for DSSN dance competition</p> <p>£2000 Foundation Sports</p>	<p>Club Registers to gauge how many children are taking part. Also the active schools planner.</p> <p>School Games website More children are entering a range of competitions and trialling new sports</p> <p>School Games website</p> <p>Extra-curricular provision sustained and additional support for teachers with PE delivery.</p>	<p>With a new apprentice Foundation Sports will not be required to support school re extra-curricular provision in 2020-20201</p>

Signed off by	
Head Teacher:	Tracy Prickett
Date:	10.07.2020
Subject Leader:	Tom O'Callaghan
Date:	10.07.2020
Governor:	Gill Knibbs
Date:	16.07.2020