



# 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:
<p>School Games Mark Silver Award            Sports after school clubs offered to both Key Stages            Interschool competition            Year 6 Girls running programme undertaken in 2017 and 2018            Networking and communication with other schools.            Celebration of sporting achievements – raised profile.            Playtime games set up in KS1.            Completion of Level 5 Certificate in PE by PE Leader.            Opportunities to attend Professional Sports fixtures/events as spectators.</p>	<p>Introduction of Real PE            New Curriculum assessment to be developed            Further develop staff knowledge and understanding            Challenge Run to be further embedded            Achieve at least Silver level on School Games Mark            Ensure children are participating in 30 minutes physical activity daily</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?  <b>N.B.</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>	67%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%

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: £18,410		Date Updated: 05.03.2020	
<p><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</p>					Percentage of total allocation: 44%
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?:	
After school clubs – Ensure a wide variety of after school clubs are available to suit all ages and abilities and that these link to future competitions and sporting events as well as interests.	PE lead to liaise Sports Coach on clubs offered and with Team Activ, Astrea Active, Dance teachers, football coaches and other professionals to provide an enriched programme of opportunities. PE Lead to track participation in clubs.		£6000	7 different after school clubs offered during Autumn Term across 6 different year groups. A further 4 different clubs offered in Spring 1 Term. 25% of whole school participation across clubs during Autumn term, with 16% girls and 20% boys participation. Clubs fed into 5 competitions during Autumn Term, even representation of boys and girls.	
PE Lead to further develop “The Challenge Run” across the academy, tracking impact and target children.	PE Lead to develop and track across the academy. Teachers and PE Lead perform benchmarking ‘Challenge Run’ to baseline fitness and provide personal challenge opportunity for children.		£200	Initial benchmarking Challenge Run data collected and analysed for Autumn Term. Children identified to track. Unable to collect Summer Term data to compare to due to limited school opening. Re-benchmark Autumn 2020.	
				Sustainability and suggested next steps:	
				Continue to develop club offer and track participation levels. Increase participation levels further.	
				Re-benchmark Autumn 2020.	

Implement new ideas to promote and achieve 30 minutes physical activity per day across all classes. Active Playtimes, Active Breaks	Complete heat maps. CPD session on ways to create active lessons, brain breaks, importance of physical activity and how can promote excellent learning behaviours across school. Purchase further playground equipment to develop physical activity opportunities.	£1960	Playtime bags trialled in KS1 during morning break times. PE leader modelled to KS1 staff and children on use and expectations. Planned to roll out across lunchtimes and into KS2.	Continue to develop and embed in KS1, before rolling out into KS2.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 3%
<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:
Termly assembly to raise profile of sport and celebrate achievements and attitudes towards sport and exercise in and out of school.	PE lead to organize an assembly at the end of each term to celebrate pupils' achievements.	£150	Successful assembly at end of Autumn Term.	Continue to develop from September 2020.
Create PE display to showcase learning in PE and competition, as well as physical activity. Include personal challenge.	PE display evident in school to showcase a range of aspects of PE and physical activity.	£100	Postponed to Autumn 2020.	
Playground leader roles further developed and linked to School Council.	PE lead to co-ordinate with Sports Coach to further develop Sport Leader role and monitor impact. SCOs to feedback through School Council and implement ideas/improvements across school.	£300	Sports Leaders identified and initial training completed. Sports Leaders led some games and activities in KS1 successfully. Further development using successful playground bag roll	Continue to develop 2020/21.

			out by PE Leader planned for Spring Term postponed to 2020/21.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%
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:
Development of PE lead and Sports Coach to build on subject knowledge and share best practise from other leads across and beyond the trust	PE lead to be released for termly Astrea Active conferences -Meet with Totally Runnable / Astrea Active to arrange CPD to upskill teachers and arrange events - Host interhouse competitions -Develop skills of the leader to develop and evaluate impact of PE provision. PE Lead to complete Level 6 PE Specialism Certificate with Yorkshire Sport. Sport coach to complete Level 5 PE Specialism Certificate with Yorkshire Sport.	£600  £300  £1300	PE Leader attended Autumn and Spring PE Conferences. Competitions arranged for each term across Trust Schools and Local Hub. Inter-house competition held end of Autumn Term – Hockey. PE audit completed with Astrea Active Autumn 2. Level 6 Specialism Certificate with Yorkshire Sport postponed to 2020/21. Two terms of Level 5 Specialism Certificate with Yorkshire Sport completed by Sports Coach.	PE Leader to complete Level 6 Specialism Certificate with Yorkshire Sport. Sports Coach to complete Level 5 Specialism Certificate with Yorkshire Sport. Continue to run interhouse competitions termly. Trust and Hub competitions postponed to 2020/21.
PE Lead to support Staff CPD to build on the relevant skills needed to play and take part in sports both competitive and non-competitive.	PE lead to research and implement CPD for all staff. PE lead to source more resources to support PE lessons – PE plans/practical resources/examples of good PE. REAL PE Package	£1000 £500 £500	Real PE further implemented and teacher check-ins completed for support Autumn 1. Investigated Real PE gymnastics package as further support for gymnastics moving forward.	Further investigate Real PE gymnastics package. Plan CPD for 2020/21 – Real PE, dance.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%

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: Visits to international/professional sports fixtures to raise sports profile and engage children	-PE lead to arrange with Astrea Active a visit to the EIS for a interschool tournament -Watch a football match/ice hockey/British Cycling	£1500	Postponed to 2020/21.	Postponed to 2020/21.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22%
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:
Intra and Inter school competitions to introduce children to the competitive side of sports and the etiquette which comes with it.	<ul style="list-style-type: none"> <li>-6 Inter school sport events throughout year.</li> <li>Participation in School Games events.</li> <li>-Widen opportunities across the Dearne Hub in 19/20 (once per half term)</li> <li>-Continue to use venues such as EIS to broaden children's outlook on sport and physical activity.</li> </ul>	£4000	<ul style="list-style-type: none"> <li>Two intra-school competitions completed Autumn Term.</li> <li>Four inter-school competitions completed Autumn Term – indoor sports, basketball, football, hockey.</li> <li>Totty Cup participation – further round planned 2020/21.</li> <li>Spring and Summer Term competitions postponed to 2020/21, including Rugby at Local Rugby club.</li> </ul>	Continue to provide intra and inter-school competitions for children.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	J.Town
Date:	
Governor:	
Date:	