

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 2019:	Areas for further improvement and baseline evidence of need:
<p>Introduced and increased engagement of yr6 Sports Leaders in supporting increased sporting activity at break times.</p> <p>Apprentice trained with Activefirst for PE & Sport Apprentice at Level 2 that improves capacity of school to get whole school active and raise the profile of sport in school.</p>	<p>Permanent equipment on site to increase active play at break times.</p> <p>Make Sports Leaders' role more autonomous.</p> <p>Increase range of equipment available at break times, especially for EYFS and KS1, in order to get pupils more active at a younger age.</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>	80% We predicted that 91% were on target pre-Covid.
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	80% We predicted that 91% were on target pre-Covid.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	31% We normally teach these lessons at the end of the school year with year 6 which was unable to take place this year due to Corona.

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
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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: £19510		Date Updated: 7/20	
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: 4%
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?:	
Run after school clubs through Premier Sports for KS1.	Survey the demand for clubs. Communicate with parents and set the details of club. Review termly.		£500	Premier ran 2 clubs weekly for ks1.	
Run after school clubs through internal staff for ks2.	Survey the demand for clubs. Communicate with parents and set the details of club. Review termly.		£250	3 after school clubs weekly, run by internal staff.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 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?:	

<p>Extra provision for year 4 at dinner times to reduce the behaviour incidents and increase selected pupils engagement in a range of sport with less reliance on football.</p>	<p>P.E. and Sports mentor to supervise selected pupils at dinner providing a rota of activities for outside time.</p>	<p>£2000</p>	<p>Reduced negative behaviour incidences at dinner time. Reduced year groups dependence on football, with cricket now as popular for the year group. Increased staff knowledge and experience of pupils which gave more effective outcomes when discussing behaviour concerns/applications with parents and third parties.</p>	
<p>Increase the sporting equipment available to individual year groups based on how well they take responsibility for looking after the equipment they are given.</p>	<p>Order the play time equipment and share into the year groups. Host assembly explaining the process of new equipment being given out weekly and equipment being colour coded to year group. Sports Leaders to give out new equipment weekly.</p>	<p>£347</p>	<p>Less equipment lost and misused through the year due to pupils returning equipment and playing correctly with equipment. Less PE equipment taken for playtimes by pupils. Colour coding of equipment significantly reduced behaviour instances between different year groups.</p>	<p>Continue next year. Broaden the range of equipment available.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				69%
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:
Apprentice completes level 2 of PE and Sport apprenticeship.	Sign up with Activefirst 2020. Regular reviews of targets.	£13,467	Sport Apprentice qualified at level 2. Increased knowledge and experience of teaching P.E. and engaging pupils in sport.	
Apprentice to co-teach P.E. with class teachers in ks2	To work with specific teachers in KS2 to up level their skills and knowledge of teaching based on priority of need.	£0	Apprentice worked with 6 teachers in Ks2 delivering P.E. alongside selected teachers	To work closely with the NQT teachers next year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>Sports Leaders run a range of dinnertime sporting activities through the week to get pupils active.</p>	<p>Select Sport Leaders. Buy equipment for Sports Leader activities. P.E. and Sport Apprentice to train sport leaders on equipment and break time games. Buy Sport Leader clothing.</p>	<p>£250</p>	<p>Daily dinnertime activities ran by Sports Leaders which engaged pupils in activity at play.</p>	<p>Sport leaders in yr5 so that succession planning can take place with less teacher involvement.</p>
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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:
Compete against other schools	Sign up to Streetly Academy cluster group. Apprentice to attend the interschool competitions and festivals on the Streetly calendar.	£2700	The following inter school competitions were completed. Pupils built team work skills and other key values such as resilience and humility. More competitions were planned but were not competed in due to the Corona virus. YR5/6 athletics festival YR5/6 Girls' Football festival YR3/4 Girls' football festival YR5/6 Football matches against local cluster schools. YR5 Dodgeball tournament	Improve participation in competitive sport for ks1. This may need to be intra-school if other providers are impacted by Corona.

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

Governor:	
Date:	