



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](#) 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 March 2020	Areas for further improvement and baseline evidence of need:
<p>Creation of the Brack Track and Sensory Park</p> <p>Outdoor learning – new rebranded break times have led to a bigger focus on activity during time outside</p>	<p>Daily Mile Initiative</p> <p>Classroom physical activities for child led activities that support sensory needs</p> <p>Wider range of activities to offer pupils</p> <p>Staff confidence in delivering PE and PD</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>	33%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	33%
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: £		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:
					87.5%
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?:	
All pupils to be able to access 30 mins of physical activity a day. Either through child led activities or teacher led activities. All pupils to swim every week from reception to – year 6. Post year 6 pupils still have swimming offered if they have not reached a functional level of swimming.	Increase availability of child led activities that will increase heart rate and support vestibular and proprioceptive needs. Create daily “mile” track for teacher led activities. Increased swimming offered and increased staffing budget to support this. Embed role of subject lead across the school		£14000	Increase participation Lower amount of behaviour reports Increased activity during outdoor learning (break times) More children reaching a functional level of swimming or being more safe around water.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					0%
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>Our pupils specific learning needs mean this may not be possible for the majority of our learners. When leadership roles can be undertaken these are embedded into their curriculum through their PLIMs.</p> <p>Try to enable all the pupils to find something enjoyable in physical education by offering a wide range of activities from bike riding through walking in parks to playing competitive games. Our aim is to make PE part of their future life, to make sure it support their mental and physical wellbeing across their whole life.</p>	<p>Broad range of activities and take note of pupil voice</p> <p>Embed role of subject lead across the school</p>	<p>0</p>	<p>Higher variety of activities and pupil engagement,</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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?:	Sustainability and suggested next steps:
Increase STLA capability and confidence for running sports clubs.	Hire qualified sports coaches to work alongside STLAs at lunchtime	In staffing budget	Decode pupils are more engaged at lunchtime	
Increase range of activities offered.	Train staff in yoga for pupils with autism Embed role of subject lead across the school	£2000	STLAs feel more confident in leading activities themselves	
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:
Increase range of activities offered.	Train staff in yoga for pupils with autism Increase outdoor activities; school visits to OAA and forest schools Embed role of subject lead across the school	Above T&L budget	Pupils have access to a wider range of activities to increase enjoyment, engagement and confidence.	Continue this offer.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Play more competitive sport	<p>Create more links with our surrounding special schools - including Olympic afternoon</p> <p>Organised games afternoon within pathways</p> <p>Sports day for Families and Pupils</p> <p>Training weekly for football team</p> <p>Embed role of subject lead across the school</p>	0	More competitions but the emphasis is on taking part and learning social skills.	Embed item at DHT meetings to keep the momentum up each year

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Peter Csizmadia / Jessica Lacey
Date:	05.05.20

Governor:	
Date:	