

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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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:

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: £17435		Date Updated: July 20	
<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>					<p>Percentage of total allocation:</p> <p>0%</p>
Intent	Implementation		Impact	Sustainability and suggested next steps:	
		Funding allocated:			
Maintain Sports Crew of 10 KS2 pupils to encourage and support physical activity on the playground.	Trained sports crew delivering physical activities weekly		No school costs	More children engaged in physical activity throughout the school at playtimes.	Train upcoming children to be leaders.

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	
		Funding allocated:		Sustainability and suggested next steps:
<p>Notice boards in both halls raise the profile of PE and Sport for all visitors and parents.</p> <p>Sporting achievements recognised in weekly whole school assembly.</p>	<p>PE report in school times every term.</p> <p>Notice board updated regularly to showcase recent events and PE lessons.</p> <p>Achievements celebrated in assembly</p>	Core time	<p>Pupils remain up to date with sport activities, and also recognise what other children in the school have been doing.</p> <p>Children improve self-esteem by showing trophies/medals in front of school.</p> <p>Encourages others to strive towards that.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				50%
Intent	Implementation		Impact	
		Funding allocated:		Sustainability and suggested next steps:
External coaches work alongside staff to increase confidence and knowledge in PE.	PEAK	£8790	Teachers more confident in teaching all areas of PE. Children improve health and wellbeing.	This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.
Subject leader to work alongside teachers to help with planning ideas and assessing.	Time given to subject leader to meet with teachers.	Core time	Subject leader can provide more effective feedback and more confident to lead discussions	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
		Funding allocated:		Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>Continue to offer extra-curricular activities beyond the normal school day</p>	Staff and outside agencies to deliver extra-curricular activity after school and in lunchtimes:	<p>Outside agencies paid directly</p> <p>Staff run clubs voluntary</p>	<p>After school clubs include:</p> <p>Gymnastics</p> <p>Cheerleading</p> <p>Football Y3/4</p> <p>Football Y5/6</p>	Continue to explore ways of identifying those pupils who do not take up additional PE and Sport opportunities and identify the barriers to remove.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
Intent	Implementation		Impact	
		Funding allocated:		Sustainability and suggested next steps:
To participate in competitive sports, competing against children from other schools in local area.	Participation in a number of festivals and tournaments including: cross country, tag rugby, swimming, football, basketball, cricket	Bus Transport £750	Improved self-esteem for individuals taking part. Increase range of opportunities to try new sports. Development of sporting values including sportsmanship, teamwork and respect whilst also dealing with defeat and disappointment. Sense of pride in representing Myton Park. Greater participation levels	
Full partner with SSP	Time allocated for subject leader to arrange and organise events and competitions.	£2511 Core time		

Meeting National Curriculum requirements for swimming and water safety	Please complete all below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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