

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

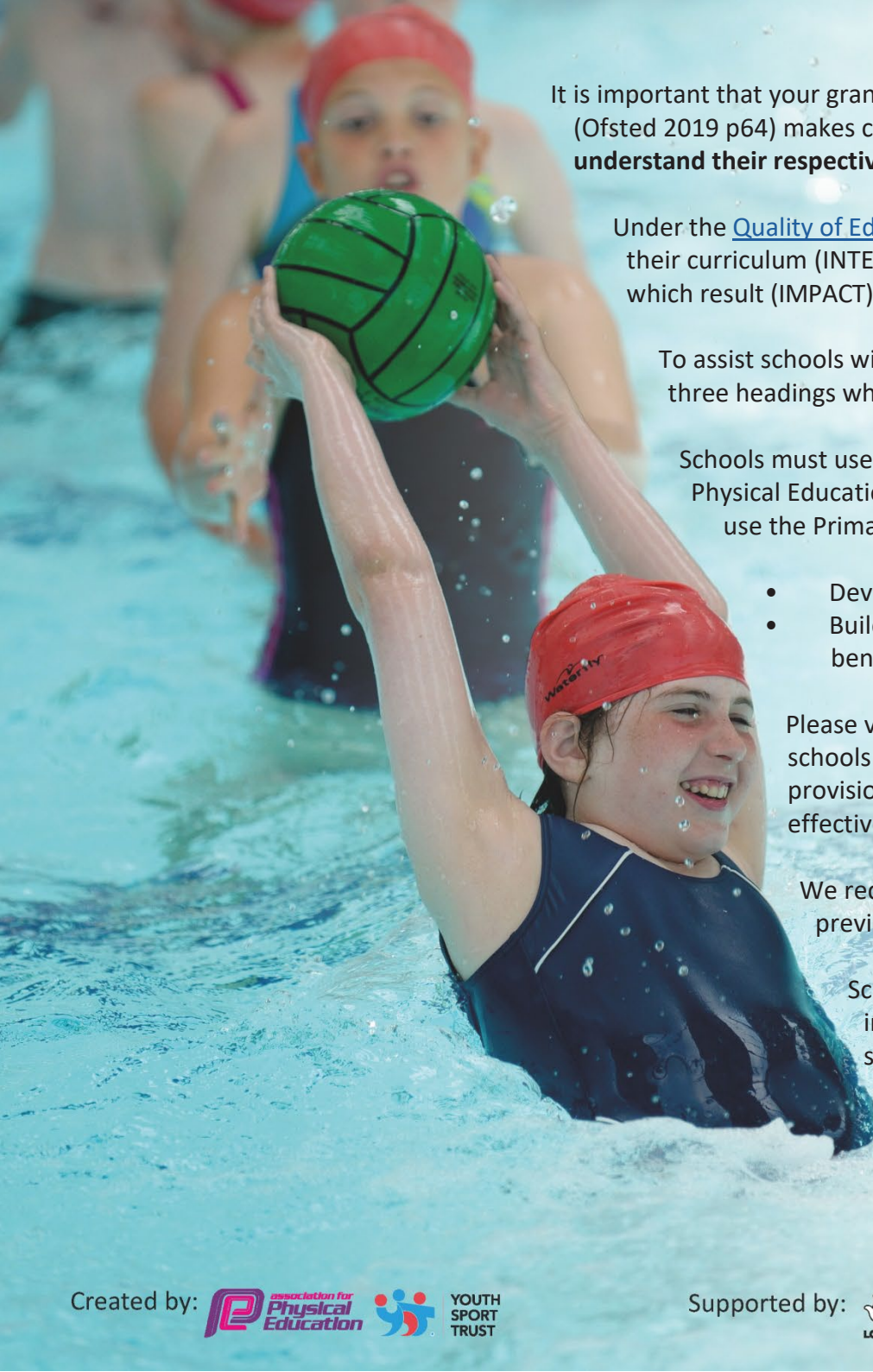
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their 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 **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 2021:	Areas for further improvement and baseline evidence of need:
<p>Fully mapped curriculum with a clear progression of skills to be delivered for each aspect of PE.                      Gymnastics CPD implemented and embedded meaning all staff are delivering their own dance.                      Lesson observations conducted to identify areas that need further development.                      Floor books implemented and embedded.                      Dance CPD has been delivered so staff can begin to feel confident in delivering dance                      Dance CPD implemented and embedded meaning all staff are delivering their own dance.                      Dance observations to identify further training needs and further improve the teaching of dance.                      Purchase resources so that the teaching of orienteering can be undertaken.                      Orienteering CPD for all staff.                      Orienteering observations to identify further training needs and further improve the teaching of orienteering.</p>	<p>Active lunchtimes to be further utilised.                      Competitions (inter house and outside of school to be increased)                      Daily Mile to be introduced.                      Lessons that have previously been delivered by specialist coaches to now be delivered by staff to monitor impact of training.</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>	72%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	43%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes we will this academic year.

## 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.

<b>Academic Year:</b> 2021/22		<b>Fund allocated:</b> £17,700 <b>Carried forwarded:</b> £0 <b>Total Fund 2020/21:</b> £17,700		<b>Date Updated:</b> September 2021	
<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					Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	68%	
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?:	
- Continue to work towards providing children with access to daily physical activity for at least 30 minutes per day.	<ul style="list-style-type: none"> <li>- School to target least active children, giving them priority to physical opportunities.</li> <li>- School to adopt an active mile initiative.</li> <li>- A variety of afterschool clubs to be run by staff.</li> <li>- Lunchtime and playtimes sports to be delivered by coaches.</li> <li>- Develop the role of PE pupil leaders to promote sports at playtime.</li> <li>- Raise attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim.</li> </ul>		12,000		
				Sustainability and suggested next steps:	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<ul style="list-style-type: none"> <li>- PE is to remain part of the school development plan.</li> <li>- Subject leader to ensure appropriate representation and continued high profile of PE and sport.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor the teaching of key areas of PE to ensure high quality sessions are being delivered and training embedded.</li> <li>- Continue to monitor both data and new Floor Books to ensure they remain consistent across the school.</li> <li>- Subject monitoring - track the performance of the subject as a whole, staff performance and children's development and attainment.</li> <li>- Pupil voice to be undertaken to ensure children feel P.E. is important and enjoyable.</li> <li>- Actively encourage pupils to take on leadership.</li> <li>- Embed physical activity into the school day through encouraging active break times and holding active lessons and teaching (Kagan).</li> </ul>	1,000		



<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<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:
- Ensure subject lead has a broad understanding of the role and what is required to perform effectively in leading the PE throughout school. - CPD for all staff as required.	- Subject leader meetings x3. - Manchester Sports meetings. - Health and Safety meetings. - Monitor and provide CPD as required. - Ensure equipment is readily available as required.	1,500		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<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:
Additional achievements: - Maintain and develop the range of activities on offer to the children in addition to curriculum PE. - Ensure games is mapped to provide a wider range of sports for children.	- Enhance the quality of teaching and learning by providing a range of specialised coaches as required (boxing). - Provide opportunities for children to try out different sports with partner schools. - Allow children to participate /spectate in sporting activities at world class venues. - After school clubs to be run by staff and boxing coach.	2,200 See KI 1		

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:
- Continue to increase participation in schools' sports competitions by providing transport to competitions and fixtures and providing inter house competition opportunities. - Ensure there is adequate equipment and kit so sport is accessible for all.	- Encourage pupils to take on leadership roles that support sport and physical activity within the school. - Competitive competitions to take place at lunchtimes. - Inter house competitions to be run regularly throughout the year ensuring all children to have the opportunity to play competitive sports.	1,000		

Signed off by	
Head Teacher:	Janine Parker Catherine Tierney
Date:	
Subject Leader:	M.Lockett
Date:	21.07.22
Governor:	
Date:	



Created by:  association for Physical Education  YOUTH SPORT TRUST

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More active  
More often