



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.

Due to the national lockdown we were unable to complete the action plan. Any monies not used will be carried over into the 2020-2021 Sports Funding budget and allocated according to presenting need and within the conditions of this grant.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:

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

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: £18710		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:
					%
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?:	
<ol style="list-style-type: none"> 1. A PE curriculum taught by qualified PE teachers throughout the year. 2. A range of activities at break and lunch for pupils to take part in. 3. Various after school clubs for pupils to take part in. 	<ul style="list-style-type: none"> • Design a varied curriculum, to give pupils the experience of a range of activities. Introduce principles of fitness so pupils are aware which areas they can improve. • Have equipment available for pupils to take part in physical activity at lunch time. • Offer after school clubs for free so they are fully accessible. 				
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:
<p>1. Use the Big Ideas of Legacy for Health and Mental Wellbeing to encourage pupils that taking part in physical activity is good for them.</p> <p>2. To continue to advertise PE clubs in the weekly newsletter, as well as social media.</p> <p>3. Employment of a technician to support in PE and with extra-curricular activity.</p>	<ul style="list-style-type: none"> • Discuss the big ideas in lessons and support greater understanding of the ideas. • Encourage pupils to attend clubs on a daily basis – in lessons, assembly, form time and lunch time. • Update social media regularly and take photos of teams for the school notice boards. 	<p>£10500</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>1. Offer teachers the opportunity to attend CPD on areas of PE that they are less confident with. This will result in greater confidence, giving the pupils more opportunity to learn.</p> <p>2. Have a clear plan of each activity for each year group to support progression from year to year.</p> <p>3. PE Technician to support in PE lessons and to team-teach alongside PE staff. Individuals and groups of students to receive greater support during lessons, timely feedback, motivation and encouragement.</p> <p>4. PE staff to work with head of curriculum to ensure the PE curriculum has breadth and is suitable for all pupils.</p>	<ul style="list-style-type: none"> • If courses are applicable and available then they will be accessed. • Each unit is clear so that every child is following the same pattern and learning the same skills. • Support less able/confident pupils, to ensure that motivation is achieved. • Weekly meetings about how each unit is progressing and if it fits in with the overall curriculum. 			
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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<ol style="list-style-type: none"> 1. Offer more extra-curricular clubs to pupils at no expense to the pupils' families. 2. Continue to grow the links with different clubs and bring them in to help with specialist coaching - Broadstone cricket club, Wimborne Rugby Club, Poole Athletic Club, Poole Runners, Wimborne Netball Club, Poole Phoenix Handball Club. 	<ul style="list-style-type: none"> • Bring in coaches in tag rugby, OAA, basketball, football, tennis, athletics and cricket. • Advertise the opportunities to attend clubs in various sports by handing out leaflets and advertising on the PE notice board. 			

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:
<p>1. To compete in conditioned matches within lessons.</p> <p>2. To participate in a range of competitions, which are run by School Games Organiser for Poole.</p> <p>3. Use fixtures as the chance to give a number of different pupils the opportunity to represent the school.</p>	<ul style="list-style-type: none"> When teaching different sports, give pupils the opportunity to be competitive. It doesn't have to be a full-pitch match. It could be 1 v 1 or a 2 v 1 situation. Ensure that the SGO has the correct contact details and when events are advertised, that the school enter. In cup competitions, rotate the squad that takes part so that a number of pupils are given the chance to play against other schools. By entering more events, the number of pupils who represent the school will increase, as well. 			

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	