



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 ts now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Active play is encouraged through the use of specialist sports provision for lunch time play e.g. tennis, vigor boarding, dodgeball,</p> <p>Extra-curricular activities offer a range of options to pupils e.g. martial arts, boxing, archery.</p> <p>All children from Year – Year 6 receive a block of swimming lessons to support them in attaining and exceeding the KS2 requirement for every child to be able to swim.</p> <p>An active and healthy lifestyle is promoted throughout the school community via lessons, the School Council, extra-curricular activities, school events and school newsletters.</p>	<p>Activities should be further targeted towards children who are least active by exploring their strengths and interests and promoting more diversity in choices available to them.</p> <p>Continue to develop the skill set of school staff to ensure active play can be encouraged further and by all.</p> <p>Work towards an active mile initiative by encouraging children through a reward system to run/walk daily and keeping a log of this to share with teachers.</p> <p>Continue to offer extra-curricular activities and support those least active to attend regularly.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	Current Year 6 did not have the opportunity to attend swimming lessons this year for an assessment of their swimming attainment.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> <p>Safe self-rescue- safely getting in and out of the water, being able to float</p>	
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?	

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 students today and for the future.

Academic Year: 2020 - 2021	Total fund: £19,610 Planned spending: £18,412	Date Updated: Oct 2020		
Key indicator 1: The engagement of all pupils in regular physical activity Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole-school improvement				Percentage of total allocation:
				15.3% (Total fund) 16.3% (Planned spend)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure the recovery curriculum supports children being active after their time in ‘lockdown’.	Even though there is limited space, ensure every class has at least 1 hour of PE a week during recovery curriculum.	(see key indicator 3)		
To ensure pupils are building good, healthy habits at school and at home that will carry them into their future lives.	Implement daily exercise challenges for children to complete at breaktimes and lunchtimes.			
To ensure the curriculum and extra-curricular activities are varied so that pupils enjoy and engage in physical activity.	Implement weekly home-exercise challenges via Dojo for children to complete at home either on their own or as a family.			
To ensure pupils are active at breaks and lunch times to help reduce the risk of obesity and inactivity.	A fitness article in the school newsletter to encourage engagement of activity at home.			
Parents being aware of how to support their child in being active will ensure our pupils are fit and healthy citizens.	Organise after school sports clubs after recovery curriculum.			
To support and develop pupils’ gross motor skills so they can progress successful throughout their Physical Education.	Continue to purchase the correct equipment for the Get Set 4 PE scheme.	£1000		
All staff being a good example to pupils by role modelling being active during PE lessons, breaktimes, lunchtimes and around school.	Increase the amount and range of sports equipment for break time and lunch time use.			
	Play leader to organise and oversee lunchtime activities, including competitive sports.	£2000		
	Provide staff guidance/CPD on being good role models for being active.	(see Key indicator 5)		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27.6% (Total fund) 29.4% (Planned spend)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>A subscription to a PE scheme that comes with a clear, progression of skills and subject knowledge for teachers will support their understanding, delivery and assessment of PE, thus ensuring a high-quality PE curriculum.</p> <p>Purchasing resources in line with the GetSet4PE scheme will ensure teacher are supported in their delivery of PE/Sport lessons, ensuring physical activity is embedded throughout the school.</p> <p>The appointing of a PE lead will ensure quality monitoring and CPD for staff, thus impacting on the quality of PE/sports lessons and learning taking place.</p>	<p>Continue with online PE scheme – GetSet4PE</p> <p>PE lead to monitor and support teachers in PE and sport.</p> <p>Continue to purchase the correct equipment for the Get Set 4 PE scheme</p>	<p>£412</p> <p>£5000</p>		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5.1% (Total fund) 5.4% (Planned spend)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Selecting a range of sports and physical activities from the GetSet4PE scheme, and via extra-curricular activities, will ensure that pupils are introduced to a variety of new skills and experiences, thus developing their understanding and engagement in physical activity.	Through the GetSet4PE scheme, select units for PE lessons that would introduce children to new sports and physical activities, such as yoga, volleyball, fitness and OAA.			
	When suitable, source and organise a range of after school sports clubs such as vigor boarding, marital arts, boxing archery, yoga and dance.	£500		
	When suitable, source and organise external enrichment days that exposes children to a range of physical activities, such as archery, orienteering, rock climbing and kayaking.	£500		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				45.9% (Total fund)
				48.9% (Planned spend)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Employing a qualified sports coach will ensure that pupils access quality competitive activities during lunchtimes and after school care. Pupils are to participate in at least one competitive sport a week via lunchtime activities.	Employ a qualified sports coach to become a 'play leader' at lunchtimes and for after school care.	£8,000		
Pupils participating in competitive sports will increase their personal skills, such as determination, resilience and teamwork.	Play leader to organise and oversee competitive activities at lunchtimes and after school.			
Pupils participating in competitive sports will increase their enjoyment for physical activity, reduce their health risks and apply their sports skills.	Play leader, and other staff, to identify pupils who are not participating in competitive sports and guide to do so. Play leader/staff to keep a log/register of pupils who are participating and target those who are not.			
The school will develop links to other school communities – pupils will see sports enjoyed by other children and thus raise the profile.	Pupils reward with a 'house point' when they participate in a competitive sport.	£500		
To ensure there are competitive sports being taught in every year group during PE sessions.	PE lead to organise in-school sports competitions when possible to do so (eg, Sports Day and Enrichment Days)	£500		
	If the pandemic rules allow schools to do so, source and organise for pupils to take part in sports competitions and competitive sports against other schools.			
	Correct equipment to be purchased for a variety of competitive sports.			

	Review the PE LTP to ensure there are competitive sports being taught.			
--	--	--	--	--