



# 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 students 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: |
|---------------------------|--|
|                           |  |

| Meeting national curriculum requirements for swimming and water safety   | Please complete all of the below: |
|--|-----------------------------------|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school. | %                                 |
| 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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?                                    | Yes/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 students today and for the future.

| Academic Year: 2018/19  |  | Total fund allocated: £ | Date Updated:        |  |
|---|--|-------------------------|----------------------|--|
| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school |  |                         |                      | Percentage of total allocation:          |
|   |  |                         |                      | %  |
| School focus with clarity on intended <b>impact on pupils</b> :   | Actions to achieve:  | Funding allocated:      | Evidence and impact: | Sustainability and suggested next steps: |
| Introduce KM/mile aday – Pupils will walk or run at a self-selected pace for approximately 15minutes  | <ul style="list-style-type: none"> <li>To help reduce the risk of obesity</li> <li>Help develop physical development including gross and fine motor skills leading to better balance</li> <li>Reduce the effects of a sedentary lifestyle</li> </ul>   |                         |                      |  |
| Increase the range of equipment available for pupils to play with at break and lunchtime to increase daily physical activity.   | <ul style="list-style-type: none"> <li>Pupils across KS1 and 2 to be engaged in regular physical activity</li> <li>Year 5/6 to be trained as playmakers to help deliver activities at lunchtime</li> <li>Increased opportunities to develop sports specific skills, spatial awareness and teamwork.</li> </ul> |                         |                      |  |

|   |  |                    |                      |  |
|---|--|--------------------|----------------------|--|
| <ul style="list-style-type: none"> <li>Greater amounts of physical activity at break and lunchtime</li> <li>Improved self-confidence of leaders</li> <li>Increased opportunities for pupils to learn how to play a variety of sports</li> <li>Leadership skills to be promoted in all PE lessons</li> </ul> <p>Improved self-confidence of pupils within PE lessons</p>   | <ul style="list-style-type: none"> <li>Year 5/6/7/8 pupils to receive training to become play leaders</li> </ul>   |                    |                      |  |
| <ul style="list-style-type: none"> <li>Increase the amount of physical exercise pupils participate in</li> <li>Develop healthy competition between houses and other schools</li> <li>Create lifestyle habits that can be sustained following the end of beat the street</li> </ul>  | <ul style="list-style-type: none"> <li>Promote beat the street</li> </ul>  |                    |                      |  |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |  |                    |                      | Percentage of total allocation:          |
|   |  |                    |                      | %  |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> <li>Create a curriculum map that provides continuity across each key stage</li> <li>Develops fundamental skill and enable pupils to gain knowledge and understanding about a variety of sports and activities</li> <li>Ensure pupils are able to enjoy and achieve</li> <li>Embed the school virtues</li> <li>Focus on developing healthy active lifestyles and an understanding of the</li> </ul> | <p>Gain specialist support from sports impact to provide a framework designing a curriculum map</p> <p>Use of appropriate on line resources to develop the curriculum</p> <p>Develop a simple but effective assessment criteria to measure impact of the PE curriculum</p> |                    |                      |  |

|   |  |  |  |  |
|---|--|--|--|--|
| importance of exercise  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Greater amounts of physical activity at break and lunchtime</li> <li>• Improved self-confidence of leaders</li> <li>• Increased opportunities for pupils to learn how to play a variety of sports</li> <li>• Leadership skills to be promoted in all PE lessons</li> <li>• Improved self-confidence of pupils within PE lessons</li> <li>• Training of AT to support with an active playground</li> <li>• Intergrate Nishkam virtues into leadership engage</li> </ul> | <p>Year 5/6/7/8 pupils to receive training to become play leaders</p> <p>Book spring term leadership support from sport impact</p> <p>Deliver sports leader UK courses, review at Easter</p> |  |  |  |
| <ul style="list-style-type: none"> <li>• Keep up to date with National curriculum developments,</li> <li>• Promote and maintain high standards and safe practice in all aspects at all levels of physical activity</li> <li>• Gain professional support from AFPE (sports safe)</li> </ul>  | AFPE membership  |  |  |  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |  |                    |                      | Percentage of total allocation:          |
|--|--|--------------------|----------------------|--|
|  |  |                    |                      | %  |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:  | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Provide relevant INSET for KS1 teachers to improve pupil progress in lesson  | <ul style="list-style-type: none"> <li>• Increase confidence, subject knowledge and skills of relevant staff teaching KS1 PE.</li> <li>• Improve teachers expertise to improve pupil progress through KS1</li> <li>• Increase provision of high quality teaching and learning</li> </ul> |                    |                      |  |
| <ul style="list-style-type: none"> <li>• To support all teachers who deliver PE</li> <li>• To provide a resource to help create an effective curriculum map</li> </ul>   | <ul style="list-style-type: none"> <li>• Purchase get set for PE to provide a resource to support the primary PE curriculum</li> </ul>   |                    |                      |  |
| <ul style="list-style-type: none"> <li>• Refresh and develop key stage specific knowledge to ensure high quality delivery of PE and school sport</li> </ul>  | <ul style="list-style-type: none"> <li>• Attend relevant refresher/CPD courses for specialist PE staff to support staff with the role</li> </ul>   |                    |                      |  |
| <ul style="list-style-type: none"> <li>• Increase engagement in regular physical activities</li> <li>• Improve teacher expertise</li> <li>• Provide a more diverse mix of activities at break and lunchtime</li> </ul> | <ul style="list-style-type: none"> <li>• Provide inset for AT's</li> </ul>   |                    |                      |  |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |  |                    |                      | Percentage of total allocation:          |
|  |  |                    |                      | %  |

| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|--|---|--------------------|----------------------|--|
| Additional achievements: <ul style="list-style-type: none"> <li>Curriculum map to develop virtues through sport and activity</li> <li>Agree priorities at SLT for attendance to events</li> <li>Curriculum map to develop fundamental skills to improve physical literacy</li> <li>Allow for arrange of activities to achieve a broad a balanced curriculum</li> </ul>                                 |   |                    |                      |  |
| <b>Key indicator 5: Increased participation in competitive sport</b>   |   |                    |                      | Percentage of total allocation:          |
|  |   |                    |                      | %  |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> <li>Increase participation in inter competitive sport</li> <li>Experience a broad range of sports</li> <li>Create a greater understanding of sports and activities covered in lessons</li> <li>Raise the profile of PE with all stakeholders by celebrating sporting achievements</li> <li>Pupils will gain an understanding of sportsmanship</li> <li>-</li> </ul> | Enter the following inter school sports competitions through membership to sport Impact <ul style="list-style-type: none"> <li>Year 5/6 girls football</li> <li>Year 5/6 cross country</li> <li>Year 5/6 sports day</li> <li>Boccia</li> <li>Sitting volleyball</li> <li>Year 1 skills festival</li> <li>Year 5/6 badminton finals</li> <li>Year 5/6 sports hall athletics</li> </ul> |                    |                      |  |
| <ul style="list-style-type: none"> <li>Raise the profile of PE with all stakeholders by sharing information about the events</li> <li>Increase opportunities for participation in activity</li> <li>Improve fitness and coordination</li> <li>Develop an understanding of sportsmanship</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils in all year's groups to take part in intra school house sports competition.</li> </ul>  |                    |                      |  |



|  |  |  |  |  |
|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Create opportunities for the playmakers to develop leadership skills further engage in competition</li> <li>• Increased opportunities for pupils to engage in competition</li> <li>• Develop virtue led competitions – recognition of Nishkam virtues within scoring systems</li> </ul> |  |  |  |  |
|--|--|--|--|--|