

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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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 **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 2022:	Areas for further improvement and baseline evidence of need:
<p>We have introduced the Real PE Scheme for all ages. This has enabled us to ensure that high quality Physical Education can be accessed by all pupils by raising attainment of age related expectations in PE across the school</p> <p>We have purchase equipment to be used in lessons ensuring all pupils have access to relevant and high quality resources throughout PE lessons.</p> <p>We have provided CPD opportunities for staff in relation to Real PE.</p> <p>We have developed our forest school area to provide more opportunities for outdoor learning with our younger pupils.</p> <p>We continue to organised regular sporting competitions with other local schools and completed top up swimming sessions.</p> <p>We provided opportunities for pupils to engage with residential outward-bound activities.</p>	<ul style="list-style-type: none"> <li>- To further develop Real PE by extending to include Real Gym</li> <li>- To extend forest school opportunities to more year groups.</li> <li>- Extend participation of pupil premium students in afterschool clubs and target those pupils not accessing the sporting opportunities available to improve participation.</li> <li>- Further develop alternative sporting opportunities for the PE curriculum e.g. regular orienteering lessons throughout the year.</li> <li>- Provide a wider variety of sporting competitions in conjunction with local schools.</li> <li>-Further physical improvements to encourage engagement in regular physical exercise</li> </ul>

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?</p> <p><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>	96.5%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	96.5%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	Yes - Top up swimming lessons

## 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>Total fund allocated:</b> £17514	<b>Date Updated:</b> September 2022		
<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: 40%
<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:
To increase the number of pupils engages in physical activity throughout the school day.	Active travel – engage in Living Streets WOW scheme to encourage children to walk, scooter or cycle to school.		More children are actively travelling to school from the baseline assessment at the start of the year.	To develop a walking bus to support parents with walking their child to school.
	To encourage active play at lunchtimes by training up Play Buddies.	£1000	Pupils are able to engage in active play successfully.	Pupils train the next cohort of play leaders.
	To include Real PE challenges at break time and lunchtime	£2000	Skills taught in lessons are practised successfully on the yard by pupils	Pupils are able to access higher level challenges following success.
To further develop outdoor areas to encourage active play.	To develop the Forest School area so that all children can participate in active learning.	£4000	Children beyond EYFS access forest school resources for active learning opportunities.	Staff to be trained to use forest school effectively.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:

				27%
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:
To introduce Real Gym to enhance the current whole school programme.	Staff to attend twilight training for Real Gym to develop best practice.  To ensure that all appropriate PE equipment is in place to teach Real gym effectively.	£4650	Children will receive high quality gymnastic lessons.	Once Real Gym is embedded, explore other Real PE modules e.g Real Dance.
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				6%
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:
To identify other opportunities for CPD training through staff feedback and lesson observations.	Create a staff survey to identify areas for development in the teaching of PE and Physical activity across the school. Research CPD opportunities based on this data.	£1000	Bespoke training will develop staff confidence in teaching Real PE.	Prioritise training according to levels of confidence.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				11%
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?:	
Additional achievements: To develop an orienteering course for pupils to use incorporating the Mystery where possible.  To extend residential visits to include Year 1 – Year 3	To provide some staff CPD to enable the pupils to receive high quality learning opportunities.	£300	Staff will understand the safety rules involved in the activity.	Ensure new staff receive relevant training as necessary.
	To purchase and good quality orienteering course	£200	Children will develop good mapping skills whilst being active.	Ensure that resources are looked after and maintained for class use.
	Pupils from a young age have the opportunity to participate in short residential visits for the purpose of adventurous outdoor activity	£1500	More pupils will participate in and grow in confidence in adventurous outdoor activities.	To subsidise residential trips for parents to allow more pupils to attend.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				17%
<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:
To provide all pupils with the opportunities to engage in a range of sports and activities including tri-golf, kurling and dodgeball.	Pupils from Y1 -Y6 will be invited to participate in sporting competitions with other local schools. Pupils will be specifically targeted to ensure that less active pupils will be encouraged to participate.	£3000	More reluctant pupils will realise that being active is enjoyable and will choose to become more active.	Relationships developed with schools are maintained regardless of staffing changes.