



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Achieving Silver school games mark - Appointing sports coach within school - Sports council provided with more meetings - Children's resilience and self-esteem growing through the P.E and other subjects 	<ul style="list-style-type: none"> - Achieving Gold school games mark - Increasing participation in competitive extra-curricular events/competitions and also after school activities - Promote a healthy and positive mind set for all children

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.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	37.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10%
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

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: 2018/19		Total fund allocated: £18000		Date Updated: 21/11/19	
<p>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</p>					Percentage of total allocation:
					67%
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?:	
Improve the safeguarding and mental well-being of the children within the school.	Safeguarding and healthy well being KDDK	£12,000	Pupils mental health and well-being has dramatically improved and there awareness of the area around them. KDDK company have increased the participation within expressive arts and dance.	This will be the first year we have introduced a session with safeguarding and mental health being a key factor. Observations of children’s well-being within school and out of school to be maintained as to if this project can be sustainable. KDDK use the topic based work in class to create an expressive dance for all year groups unlike previous years where they have been given. Teachers to be given CPD within lessons to deliver dance sessions in future.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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:
Sports notice boards Newsletters Celebrating achievements	Sports Display Board Celebration of sporting achievements in assemblies, newsletters and on the school website	£0	Pupils view PE & Sport as an integral part of learning and are active participants. Success within PE and Sports is impacting positively on pupils' self-esteem. Wider school community value sports and see this as underpinning healthy lifestyles – both physical and mental health. Bringing in and having links with external clubs to promote sports and enhance the children's after school participation.	Continue with the promotion of sports through the school and allow children to have their voices heard with the new sports council.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
Developing confidence, knowledge and skills of all staff in PE and Sport	Additional sports coaches –, KESSP (King Edward’s School Sports Partnership) have enabled staff to receive ongoing CPD with their own classes.	£0	Staff taking more of a lead once the coach has introduced particular sports within the curriculum. By lesson 3 delivering up to 50% of the lesson.	Staff to have a boarder understanding of different sports and hopefully promote these sports through delivering extra-curricular activities.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
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:
Additional achievements: Increase number of extra-curricular activities on offer to children Staff working along side permanent sports coach the school have to gain CPD and staff training within lessons	Additional curricular and extracurricular activities and additional staff training and equipment	£2,200	80%+ of all pupils attending extra-curricular activities provided after school Staff more confident in the teaching and delivery of P.E and school sports	Continue to offer the experiences in different sports through extra-curricular clubs Staff to become more confident in delivering P.E through the year

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21%
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>KESSP – giving access to sports coaches and inter-school competitions</p> <p>Catholic school sports - £100 membership</p>	£3,700	<p>Children’s self-esteem is increasing through attending lots more events and competitive sports.</p> <p>Behaviour has improved within lessons and around school</p> <p>Children more involved in knowing how well the school is achieving</p>	<p>Encouraging more children to take part in sports through A,B and C teams going to events.</p> <p>Monitor children’s behaviour through lessons to make sure sports are having a positive effect on the children.</p> <p>Children to be involved in writing school reports on events through the half term.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	