

# 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](http://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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Access to a wide range of festivals to engage less active students across both key stages.</li> <li>• Utilising the SSP CPD offer to ensure all staff access at least one CPD course.</li> <li>• Improved confidence and confidence of 75% of teaching staff in delivering high quality Gymnastics lessons through staff inset support</li> <li>• Identifying Gifted and Talented students who have attended a wide range of camps.</li> </ul>	<ul style="list-style-type: none"> <li>• More children to access sporting events within school</li> <li>• More children to attend a range of sporting events</li> <li>• Utilise staff training sessions to enhance teachers knowledge</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>	92.3%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94.8%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94.8%
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 – we contribute through our SSP Basic Membership (see attached) to a partnership wide Top Up Swimming programme.

## 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: £ 13675.72		Date Updated:	
Key indicator 1: The engagement of all 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		1340
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:
SSP ‘BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands ( see attached) To impact on all students in Key Stage 1 and 2.  Please note some aspects are deliberately targeted at least active children.  To build regular physical activity into the school day for all students.  To provide a breadth of opportunities for pupils to be active daily including break , lunch and cross curricular activities.  To work with the wider school	1. SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity.  2. Select a group of children to attend 3 x Active Kids festivals to engage the least active students in the school in personal challenges and to develop a love of being active.  3. Access support with the completion of the Active School Planner Heat Map through the website by attending the SSP annual conference and follow up meeting in January 2019.	Points 1-6 are all funded through SSP Basic membership.  Annual cost is divided equally across all 5 Key Objectives (£390)	1. Date of Assembly and attendance. Follow up Q and A by class teachers on content. Production of follow up tasks and displays.  2. Register and profile of selected students. Comparative data of baseline activity and track progress.  3. Completion of Heat Map and Action Plan. Attendance at SSP support meetings		1. Staff attend assembly to gain knowledge. Staff to provide update assemblies in partnership with the SSP.  2. Use the Personal Challenges to chart activity between festivals. If successful widen the project to a greater number of children.  3. Use of recommendations and findings from the site to inform future plans and interventions.

community and workforce through targeted CPD to ensure staff are competent and confident in implementing daily activity strategies.  To work with the SSP through events and festivals to inspire regular activity and provide a daily mile/activity strategy.  To utilise the Active School Planner tool to identify areas to improve the offer across the day for students to be active.	4. Flying start Programme Early Years  5. Lunchtime club particularly focussing on girl’s participation ran by Deanes once a week	4. £200  5.£750	4. Children engaged in sports activities and growing a love of sport from the early years. Good CPD for the teacher to apply and use within own P.E lessons.  6. Register of clubs	4. Apply and intertwine these games within current EYFS provision. Play with Year 1 as they ran the same programme previously.  6. Encourage a higher uptake
	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	2,702.72
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:
SSP ‘BASIC MEMBERSHIP MODEL – all strands contribute to this area ( see attached) To impact on all students and staff in Key Stage 1 and 2.  To work with targeted pupils on whole school priorities using PE and School Sport as the vehicle to raise standards.  To ensure training takes place to	1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behaviour at lunchtimes.  2. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff.	Points 1-6 are all funded through SSP Basic membership.  Annual cost is divided equally across all 5 Key Objectives (£390)	1. Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes.  2. Attendance of staff at sessions, engagement, surveys of engagement. Tracking systems of use of new skills.	1. Tracking of interventions against whole school priority of lunch time behavior. Use of evidence to improve future plans and training needs.  2. Survey pre and post staff on confidence and profile of PE. Observation of quality of delivery and links to whole school priority improvements.



<p>enable the school to facilitate active and productive break and lunch times.</p> <p>To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>To provide development support for staff to raise the quality of PE and School Sport on offer which , in turn, will raise the profile of the subject.</p> <p>To ensure the PE subject lead is given time to develop the subject and to share learning and best practice across the school.</p> <p>To use cross curricular PE/SS and PA interventions to raise standards in core subject performance.</p>	<p>3. Attendance at PE Lead meetings and share outcomes across whole school.</p> <p>4. A structured plan of staff across the whole school to attend and access CPD opportunities.</p> <p>5. Engage with Team Teaching opportunities through SSP projects, PALs, Flying Start and Fit4Action for teaching and support staff.</p> <p>6. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life</p> <p>7. Equipment to enhance sport at break and lunch time.</p>	<p>£ Supply/Cover costs £500</p> <p>£1812.72</p>	<p>3. Registers and staff attendance.</p> <p>4. Annual tracking of staff attending CPD mapped against whole school priorities</p> <p>5. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants</p> <p>6. An annual plan of involvement in festivals, e.g. LSA to lead preparation of Dance Festival. Aim to engage and raise profile across all staff.</p> <p>7. Behaviour improved at break and lunch times. Children playing together effectively and trying out new sports. Becoming more active.</p>	<p>Eg. greater engagement of girls in PE lessons following Dance Staff Inset.</p> <p>3. Regular PE feedback slot at staff meetings to share knowledge.</p> <p>4. Sharing across all staff and informing schemes of work across a range of subjects.</p> <p>5. Follow up activities to projects by in – house staff and records of future engagement.</p> <p>6. Develop an ethos of shared responsibility across PE, SS and</p> <p>7. Utilise PALS to run and playtime games more effectively.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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Intent	Implementation		Impact	1,560
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>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p> <p>To ensure that all staff are trained in a range of topics to deliver high quality PE sessions.</p> <p>To ensure students are able to actively participate in and contribute to high quality PE lessons.</p> <p>To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS 2.</p> <p>To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.</p> <p>To ensure students can select and</p>	<p>1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff.</p> <p>2. Deliver 3 x staff inset sessions based on staff audit of needs. Track impact.</p> <p>3. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff.</p> <p>4. Attendance at SSP PE Lead</p>	<p>Points 1-6 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery.</p> <p>2. Details of staff audit, topics covered, dates and resources collected.</p> <p>3. Staff records of project involvement. Staff records on follow up activities. Future interventions.</p>	<p>1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations.</p> <p>2. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training.</p> <p>3. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school.</p> <p>4. PE Lead has the opportunity to share within whole staff meetings.</p>

<p>make choices to participate in a wide range of their chosen extra-curricular activities , delivered by highly motivated and competent staff.</p> <p>To utilise external expertise to ensure students benefit from detailed subject specific knowledge.</p> <p>Students are exposed to and comfortable with participating in school sport opportunities with other schools.</p>	<p>meetings to gain knowledge to share</p> <p>5. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.</p> <p>6. Wider use of SSP infrastructure to network and share ideas.</p> <p>7. Release time for Sports Lead and other staff to attend CPD and sporting events</p>	£1970	<p>4. Records of meetings, notes and handouts.</p> <p>5. Making use of the SSP resource bank to support schemes of work and lesson planning.</p> <p>6. Attend and utilize SSP networking opportunities and sharing of ideas between schools.</p> <p>7. Register of CPD events and sporting events that were attended. Children had to opportunity to participate in a range of sporting events.</p>	<p>5. Central whole school base for resources accessible to all in school.</p> <p>6. Allowing staff time to attend events and then share findings.</p> <p>8. Ensure a range of staff attend events to develop CPD within school</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

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Intent	Implementation		Impact	7,608
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements: SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2</p> <p>To ensure every child has the opportunity to represent the school</p>	<p>1. Access to broad range of Festivals, competitions and leagues. Preparing children.</p> <p>2. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Key Stage 1 Winter Games.</p>	<p>Points 1-8 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. Records of events entered, records of children and participation levels and percentages across school.</p> <p>2. Records of events and students selected – track pre and post levels of activity</p>	<p>1. A plan to ensure all students have termly opportunities to prepare, attend and represent school.</p> <p>2. Tracking of students attendance and engagement in broader extra- curricular sport post event.</p>



<p>in an external inter school competition , league or festival and be able to articulate how this made them feel.</p> <p>To develop the ‘peer’ workforce to build the skills of young leaders to be able to motivate and inspire other young people in school to be active.</p> <p>Students to be equipped by the end of KS 1 to enjoy a range of skills and activities to fully engage in active play and games.</p> <p>Students to be equipped by the end of KS 2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete.</p> <p>To support each individual child to find ‘their’ chosen sport or activity.</p> <p>To utilise SSP expertise to deliver a wide range of clubs and coaching opportunities to our students.</p> <p>Our students will be able to clearly articulate which sports and activities they enjoy and why.</p> <p>Our students will be able to use correct sporting terminology across a broad range of sports.</p>	<p>3. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes.</p> <p>4. Engaging different students in performance based opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities.</p> <p>5. Engage with Active Kids Festivals</p> <p>6. Use of SSP Community club scheme to offer a wider range of extra curricular clubs.</p> <p>7. Select students to attend the SSP Annual Leadership Conference for Year 2 and 5 to help young people in our school be at the forefront of developing</p>		<p>3. Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of children active during break and lunchtime.</p> <p>4. Entry details in these events. Profile and details of students attending.</p> <p>5. As above</p> <p>6. Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school clubs.</p> <p>7. Dates and student records of conference. Links to whole school priorities</p>	<p>3. Investment in additional play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities.</p> <p>4. A school plan to allocate different opportunities to different year groups and target groups of children.</p> <p>5. Tracking of engagement in broader clubs and extra-curricular opportunities</p> <p>6. Mapping club programme to a wider range of festivals and competitions and festivals to track. Allowing our own school staff to support experts in a range of clubs.</p> <p>7. Leaders to act as Ambassadors in school to advocate a greater engagement from their peers.</p>
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	a broader offer.			
	8. Ensure students from our school access the range of Gifted and Talented holiday camps – different students access different sports and activities.		8. Keep a record of letters, invited students and those who attended	8. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process.
	9. Ensure high quality equipment is available for children to utilise within their P.E lessons	£1700	9. Monitor use of new equipment. Teachers to use to enhance teaching and learning.	9. Ensure equipment is monitored and maintained
	10. Clubs ran by outside agency to encourage sporting activities. A range of sports offered over the academic year.	£4000	10. Monitor attendance of those who attend the clubs.	10. Engages a range of pupils in sports. Encourage more children to attend
	11. Coaches in order to attend sporting events.	£1518	11. Record of coaches booked and register of children who attended the events.	11. Children able to attend a variety of sporting events.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	390
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>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p> <p>To identify a wide range of sporting festivals and sports for our school and students to participate in.</p> <p>To ensure every child enjoys the experience of representing the school in a festival, league or competition (appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver.</p> <p>Students to understand and be able to deal with emotionally , both winning and losing in sport.</p>	<p>1. Involvement of a wide range of students in a broad offer of competitions</p> <p>2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities.</p> <p>3. Entry into Dance Festival</p> <p>4. Development of intra (in school) competitive opportunities.</p> <p>5. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond.</p>	<p>Points 1-5 are all funded through SSP Basic membership</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website.</p> <p>2. Records of fixtures, training and participants.</p> <p>3. List of students and programme from the event.</p> <p>4. Annual plan of intra competition to act as trials for inter competition.</p> <p>5. Records of students who attend, SSP links to local clubs.</p>	<p>1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis.</p> <p>2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit.</p> <p>3. In school performance to engage and inspire future students.</p> <p>4. Build intra competition into whole school diary</p> <p>5. Celebrate the success of these students</p>



