



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](#) 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 2020: | Areas for further improvement and baseline evidence of need: |
|--|---|
| Employed coaches to increase the confidence, knowledge and skills of all staff. Deployed them purposefully according to need. | Increase playground equipment for pupils in order to engage in physical activity |
| Previous catch up swimming sessions were successful and led to an increase in the number of children who achieved the national curriculum 25m requirement. | Improve the use of assessment in the subject in order to ensure PE knowledge can be recalled – ensure AfL is used effectively and there is challenge for all. |
| Playtrail equipment that was previously installed continues to be loved and enjoyed. | Provide and increase the variety of clubs that are open to all to ensure greater engagement and breadth of experience that physical activities offer. |

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| 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 2021. | 44% 22 children completed just 2 lessons before the Covid-19 lockdown in Spring 2020. Therefore, only 2/3 of the year group completed the full set of lessons and assessment week. |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 21% |

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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 21% |
| 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? | Not in 2019/20 due to Covid-19 restrictions. |

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: 2020/21 | | Total fund allocated: £20,000 | | Date Updated: December 2020 | |
|---|--|--------------------------------------|---|---|--|
| 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 | | | | | Percentage of total allocation: |
| | | | | | % |
| 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?: | |
| Increase participation of pupils in purposeful physical activity through the development of playground resources during play and lunch times. | Carry out audit, needs analysis and pupil voice questionnaire. Purchase of equipment based upon audit, needs analysis and pupil voice questionnaires. | | | Increased engagement of pupils in physical activity as evidenced through pupil questionnaires and pupil voice. | |
| Provide and increase the variety of clubs that are open to all to ensure greater engagement and breadth of experience that physical activities offer. | Carry out a pupil voice survey to determine which clubs the children are most interested in having. Ensure clubs do not get repeated so that there is variety and sports which would appeal to a wider range of children. Investigate more opportunities for a variety of clubs to be provided by the school (see key indicator number 4) | | 4x after school clubs (1 per KS2 year group) Monday-Thursday Spring 2, Summer 1, Summer 2. 1x after school club for Year 2 in Summer 1 & Summer 2. Cost: £3,000 5x lunchtime coaches will be provided to coach a variety of sports including football, basketball, netball, athletics. Cost: £3,500 | | Children are more purposefully active and make use of clubs that are on offer. |
| | | | | Opportunities are provided year on year as part of school commitment to engaging pupils in regular physical activity. Provide an opportunity for pupils to feedback how much they enjoyed the sessions, what they most liked and one thing they would improve – share feedback with coaches. | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|--|---|---|
| | | | | 33% |
| 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: |
| Ensure that pupils and staff continue to demonstrate high levels of engagement, enthusiasm and participation in physical activity. | Maintain the entitlement of 1¼ hours physical activity per year group as part of the children’s curriculum; coaches deployed purposefully based on teachers’ CPD requirements. CPD on PE – sharing good practice, developing confidence in teachers | £6,000 – as part of coaching commitment across the school. Each year group will work with a coach to cover the CPD requirements for two PE units through the year. | Monitoring of planning and lessons indicates that teaching of PE is good or better across the school. All children demonstrate a high level of engagement and participation within PE. Monitoring will also demonstrate that children are being challenged and supported as appropriate for their level. | The ethos of PE teaching is embedded across the school. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|---|---|--|
| | | | | % |
| 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: |
| Ensure that pupils and staff continue to demonstrate high levels of engagement, enthusiasm and participation in physical activity. | Maintain the entitlement of 1¼ hours physical activity per year group as part of the children’s curriculum; coaches deployed purposefully based on teachers’ CPD requirements. CPD on PE – sharing good practice, developing confidence in teachers | Accounted for in key indicator number 2 | Monitoring of planning and lessons indicates that teaching of PE is good or better across the school. All children demonstrate a high level of engagement and participation within PE. Monitoring will also demonstrate that children are being challenged and supported as appropriate for their level. | The ethos of PE teaching is embedded across the school. |
| Investment in PE lead/Sports funding lead – to ensure the profile of PE is raised – review, reflect and to adapt action plan as necessary | Monitor quality of provision across the school, within lesson time, lunch time and after school. Ensure website is regularly updated with sporting achievements. | 6 x supply days (3 each for the 2 PE leaders) for impact, monitoring, accountability, £1,110 | Monitoring Report written identifies impact of spending on maintaining a raised profile of PE across the entire school. Accountability and compliance with government guidelines, including the website | Maintain role of PE lead/SPF lead in order to ensure there is a champion for PE. |
| Celebration assemblies – raise the profile of PE by celebrating sporting achievements. | Maintain this and develop even further to encourage children to bring in medals and achievements, time given in assembly for this | N/A | Celebration of sport is embedded and part of the structure of the assembly | Sporting achievements are celebrated publicly, school values these activities and children, and others are motivated and inspired to try for themselves. |
| Celebration of inter-school matches – assembly, newsletters and on the screen | Display boards have children’s photo of matches and rewards, children write reports for matches to go on newsletters. | N/A | Awareness of school sporting achievements motivate others to get involved. | |

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| <p>Employ coaches to increase the confidence, knowledge and skills of all staff.</p> <p>Deploy them purposefully according to need</p> <p>Pupils receive high quality teaching from staff</p> | <ol style="list-style-type: none"> 1) Meet with coaches to ensure ethos and joined up thinking in purpose of using SPF 2) Staff meeting for teachers to understand the role of a coach 3) Discuss planning with coaches to look at ways to adapt and skill up if needed 4) Investigate ways to measure and monitor the impact of every coach using the coaching tracker document (liaise with other academies in the trust about this). 5) Observation of coaches to ensure teachers are being upskilled 6) Monitor teachers who have had coaches to ensure impact 7) Ensure pupil outcomes are good – find ways to measure this – pupil questionnaires, encourage teachers to take photos and videos. 8) Ensure future strategic use of coaches. | <p>See key indicator Number 2 - for coaches</p> | <p>Specialist coaches evoke passionate response from children due to high levels of skilled training</p> <p>Teachers' subject knowledge and confidence to teach has grown</p> <p>Monitoring shows that teaching is good or better</p> | <p>Ethos embedded – it becomes a non-negotiable</p> <p>Teachers able to teach the unit next or be confident that planning is of the highest quality so they are teaching high quality lessons.</p> <p>Teachers practise alongside the coach before progressing to individual delivery.</p> <p>Monitoring shows that teaching is good or better and teachers who need further support are identified. Further professional development for those who request it – coaching.</p> |
| <p>Provide CPD on the safe and proper use of PE equipment, update throughout the year as required.</p> | <p>Staff meeting based upon use and application of newly purchased equipment.</p> | <p>N/A</p> | <p>This will lead to all teachers feeling confident to use these, and pupils benefitting from regularly using the equipment</p> | <p>Training given every year.</p> |
| <p>Professional development in subject leadership for PE subject leaders.</p> <p>Hampshire PE conference – PE leads are kept up to date and share ideas from this</p> | <p>PE leads to be booked into the conference in 2021.</p> | <p>£260 + 2x supply days £370 = £630</p> | <p>PE leads are kept up to date and staff feel informed.</p> | <p>PE leads to always attend</p> <p>Develop capacity by training new PE subject lead if appropriate.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|---|---|---|
| | | | | % |
| 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: |
| Provide and increase the variety of clubs that are open to all to ensure greater engagement and breadth of experience that physical activities offer. | Carry out a pupil voice survey to determine which clubs the children are most interested in having. Ensure clubs do not get repeated so that there is variety and sports which would appeal to a wider range of children. Investigate more opportunities for a variety of clubs to be provided by the school (see key indicator number 4) | Costs accounted for in key indicator 1. | Children are more purposefully active and make use of clubs that are on offer. | Opportunities are provided year on year as part of school commitment to engaging pupils in regular physical activity. Provide an opportunity for pupils to feedback how much they enjoyed the sessions, what they most liked and one thing they would improve – share feedback with coaches. |
| Use teachers' strengths and interests to provide clubs Currently provision includes: Football Cross country (pre-Covid) | Develop in house clubs Encourage teachers to introduce a new club where enthusiasm and interest/strengths exist. | N/A | Increased number of children participate in a wider range of sports (audited termly) Encouragement from teachers Increased levels of self esteem Increased awareness of healthy lifestyles Continues to raise the profile of fitness levels and healthy lifestyle and competition. Motivation for the children. | Ethos = teachers take a club, range of clubs encouraged |

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| 10-week swimming programme within Year 5 | Children participate within a swimming programme to support them in achieving the goal of being able to swim 25m | Non-sports funding allocation | School fulfils statutory requirement. | |
| 5-week swimming course offered to less able children who did not achieve minimum requirement to swim 25m in the initial set of sessions. | Children participate within a swimming programme to support them in achieving the goal of being able to swim 25m | £1,500 | Gives an opportunity to children who have not achieved the goal of swimming 25m at the end of Year 5 to do so. | To establish links with local swimming club to set up discounted courses for struggling/disadvantaged swimmers |
| Hold a Sports Week (which includes Sports Day) to give children the opportunity to take part in sports that they may not have been previously exposed to. | Contact local sporting organisations, coaching companies, Solent University to investigate different sports and physical activities they would be able to provide. Incorporate an element of intra-school competition to some events (Key indicator 5). | £2,000 for activities, 2x supply days for PE leads to organise and manage Sports Day - £370. Prizes/awards for winning class(es) - £30 | Children will have the opportunity to participate in sports they may not have otherwise experienced. | Establish links with local sporting organisations so that children can carry on sports they enjoyed outside of school. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|---|---|---|
| | | | | % |
| 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: |
| Part of Hampshire School Games - external competitive leagues, including: - Boys football league - Annual Southampton FC Premier League Stars tournament Athletics tournament KS2 – across schools Sports Association Subscription | Maintain and develop further opportunities for competing, for example establish year 6 girls' football. Give children who have participated in an after-school club (see key indicator 1) the opportunity to compete in external tournaments and festivals. | To take children to football tournament which takes place during the day and other sporting festivals - 5x day supply £925 £160 | More opportunities for competitive sports to be tried by the children. More children are involved. Rewards given for those who compete (see key indicator number 2) Subscription for participating in football matches with schools in Southampton | Building relationships with other schools and Hampshire school games. Children are inspired to get involved at team level. |
| Within planning, ensure there are opportunities for competitive mini games for all children to take part in | PE lead to highlight and adapt planning so there are more opportunities for competitive sport. | Part of allocated funding in key indicator 3. | Competitive elements are threaded through units of work, children are more exposed to competition within lessons. | Planning remains in place and is monitored regularly |
| Sports Day - Ensure that sports day is competitive (in house teams) and well run. | Coaches used to support the delivery of events. | At present included in current budget | Healthy competition within a safe environment | Annual event run by teaching staff and coaches |