

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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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:
<p>Introduction of more sports-based activities and clubs.</p> <p>Increase in sports coaches – dance, gymnastics, multi-sports</p> <p>CPD for P.E. lead.</p> <p>Increased participation and involvement with cluster sporting event</p> <p>Increased additional out of school clubs.</p>	<p>Increased participation in additional clubs – some which have been school-led and some which have</p> <p>Investigate wider sports which will appeal to all children of all abilities and all ages.</p> <p>This needs rolling out to all staff.</p>

Meeting national curriculum requirements for swimming and water safety.	To be completed at the end of the school year.
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<p>0%</p> <p>Not had water safety training owing to Covid. Unable to assess.</p>

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
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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: £17350		Date Updated: July 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:
					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:	Sustainability and suggested next steps:	
Increased focus on the 1K- a day with marked out path and timings for children.	Each class to participate daily.	Markings in playground: £1000 approx	All children will partake in structure, timetabled exercise.	Review each term to assess the participation – are all children benefiting or is it just some children accessing more? Timetabled and structured timings of when each group participates. Possibly look at raising the profile	
Additional sports clubs being led by Y5 and Y6 play leaders plus additional bought-in sports leaders to enhance accessibility for all to physical activities.	Structured activities which are timetabled and communicated with pupils.	Costs for play leaders £75	Exposure to a wider range of activities. Children have the knowledge of how to 'play'. Responsibility of older children.	That the groups are rotated and that the activities on offer vary in order that they appeal to a wide range of children from all year groups and all abilities.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					7%
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>To provide all teaching staff with CPD within P.E.</p> <p>Training for Play Leaders and lunchtime staff to engage more pupils during unstructured times.</p> <p>Review equipment available and ensure it is kept up to date, is safely stored and is safe to use.</p>	<p>Employ 'Real PE' scheme which includes structured P.E. training for all teaching staff, including HLTAs where necessary.</p> <p>Colin Crowther – Brooksbank to train play leaders. Purchase of specific equipment to enable activities can go ahead.</p>	<p>£495</p> <p>£275</p> <p>£500</p>	<p>All children will receive consistent teaching.</p> <p>New ideas will be shared which can be rolled out through play leaders.</p> <p>Children will be engaged throughout lunchtime periods</p> <p>All children will have access to different games and ideas.</p>	<p>Review and continue programme, tailoring to the needs and abilities of our children and staff.</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:
				32%
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:
That there is increased CPD for all staff who deliver P.E. That staff knowledge, understanding and skills about how to teach P.E. effectively improves. To upskill staff in a wider range of sporting activities.	To provide CPD for all teaching staff (with non-teaching staff invited) through 'Real P.E.' scheme. Deployment of specialist sports coaches for 2 afternoons per week.	£500 for additional CPD £35 per hour for 2 afternoons per week. 24 weeks £5040	Consistent delivery of P.E. and consistent teaching of games and strategies for improvement. Increased confidence in staff.	Maintain training and review. P.E. co-ordinator to keep up to date and monitor delivery of P.E. throughout the school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				39%
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:

That all children are given the opportunity to access a wide range of sporting activities.	Wider range of activities on offer to all children through P.E. lessons by following the purchased scheme of work.	As above – already allocated.	More children encouraged to take part.	Monitor impact and involvement
That all children are able to participate at their own level of ability, age and fitness.	Lunchtime clubs to include football, cricket, multi-sports.	£35 per hour for cricket and football 18 weeks = £630 For 18 weeks Multisport - £2520	Sport will become more embedded within the school. Increased success will encourage more children to become involved.	in different activities to review success. Change and adapt according to participation.
That sporting activities offered are varied and appeal to a wide range of children.	Offer gymnastics and dance clubs, funded by the school.	18 weeks of gym/dance @£60 per session=£1080	Staff and children will become aware of more sporting events which are available.	
That physical activity is increased through independent use of new equipment.	Children learn new skills and become independent in their play and usage of equipment.	£2500		
		Total = £6730		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
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 become involved with competitive events organised within school and also through local cluster schools.	For travel and transportation costs to attend events.	£200	Raised profile of P.E. across the school.	Continue exploring links and becoming involved. Involve all children and assess skills across the school.
That Bowling Green Primary School is represented in a wider range of local competitions.	Purchase uniforms for sporting events.	£1000	A more professional look will be achieved. Children will be part of an easily identified team.	Represent school at a wider range of events.
To purchase equipment which will encourage children to participate in a wider range of different sporting activities.	Explore different equipment and resources available which appeal to a wider range of abilities and ages. Purchase equipment and training for these.	£1500	Children who do not regularly compete will become further involved.	Review success and explore further events to participate in.

Signed off by	
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Date:	
Subject Leader:	J Fitzgerald
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