



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

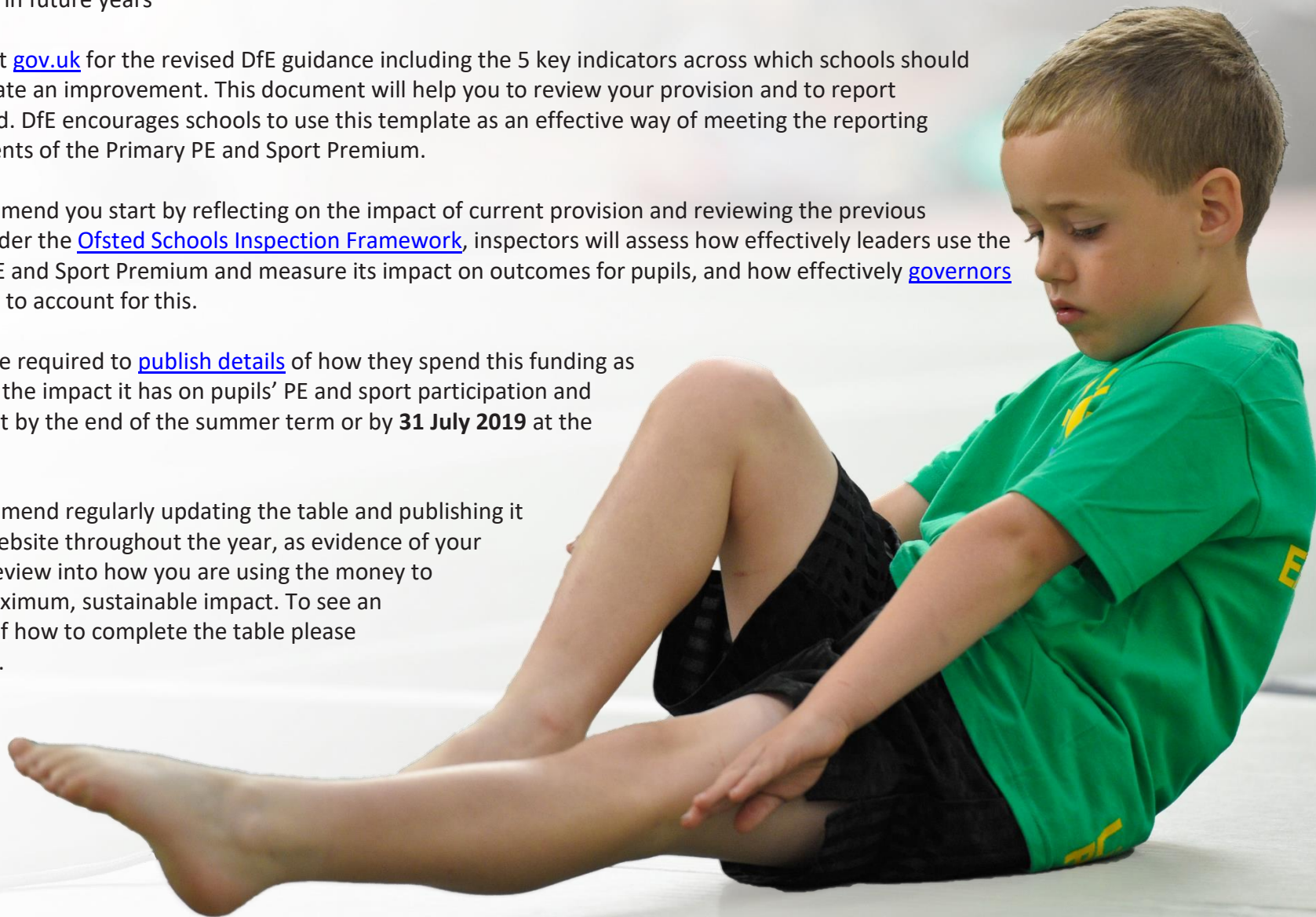
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Staff confidence, knowledge and skills increased through training and mentoring in RealPE curriculum</li> <li>- Increased pupil enjoyment and engagement in PE (Survey June 2020)</li> <li>- School achieved Gold School Games Platinum Mark in September 2019</li> <li>- Sports Leaders trained and confident in leading activities to increase engagement of all pupils in physical activity during break and lunch and broaden opportunities.</li> <li>- Broader opportunities offered for clubs and competitions through partnerships with other schools and outside agencies.</li> <li>- 3 SEND focused competitions attended (Boccia, Goalball and New Age Kurling) and intra-school competitions incorporated Boccia in Y5 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Swimming and water safety</b> <ul style="list-style-type: none"> <li>- Target of 100% swimming confidently over at least 25m and 80% being able to use a range of strokes for next year.</li> </ul> </li> <li>- <b>Pupil engagement in physical activity</b> <ul style="list-style-type: none"> <li>- Target of 100% of pupils engaging in extra-curricular activity</li> <li>- Target of 100% of pupils engaging in at least 30minutes of activity a day</li> <li>- Broader opportunities for clubs after-school and at lunchtimes</li> </ul> </li> <li>- <b>Pupil participation in competitions</b> <ul style="list-style-type: none"> <li>- Target of 60% of pupils representing school at competitions.</li> <li>- Increasing Y3/4 competition opportunities</li> </ul> </li> <li>- <b>Embedding physical activity into the school day for all pupils</b> <ul style="list-style-type: none"> <li>- Active travel and active lessons in addition to active breaks</li> </ul> </li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	55%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	32%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	18%
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 – additional lessons for Y6 pupils who were not meeting NC requirements at the end of Y4

## 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 students today and for the future.

Academic Year: 2020/21		Total fund allocated: £18040 + £8541 (carried forward from 19/20)		Date Updated: September 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Intended impact	Sustainability and suggested next steps:	
Expand the range of lunchtime and break play activities to ensure more than 90% of pupils are active for at least 30 minutes a day in school including SEND pupils	<ul style="list-style-type: none"><li>- Resources purchased for playtime and lunchtime activity</li><li>- Registers of attendance/participation</li><li>- MDMS play leader training</li><li>- TA to lead a range of competitive and non-competitive sports during lunchtimes and before school</li><li>- Repainting of playground (Sports Court markings in addition to those boosting physical activity)</li><li>- Observations of playground behaviour (recorded for evidence)</li><li>- Pupil interviews</li><li>- Discussions with SEND pupils</li></ul>	Resources  TA for lunchtime to lead activities  Marking of playground (e.g Inspirational playgrounds - £6000 package with training)  Midday supervisor to lead activities  MDMS training (provided by ASP – cost of extra hours for MDMS)	<ul style="list-style-type: none"><li>- More opportunities for all pupils (inclusive)</li><li>- Increased levels of physical activity at break and lunch times</li><li>- MDMS leading and supporting activity</li><li>- Pupils meeting requirement of 30minutes a day</li><li>- Playground paintings to promote activity</li></ul>	More space e.g. MUGA/extra pitch for lunchtime and playtime activities or clubs would improve engagement in physical activity in breaks and lunch times	

<p>Provide additional swimming sessions for identified Y5, Y6 and SEND pupils</p> <p>(UNDER REVIEW WITH COVID RESTRICTIONS)</p>	<ul style="list-style-type: none"> <li>- Identify pupils not meeting national curriculum requirements for swimming 25m</li> <li>- Work alongside external swimming teacher</li> <li>- Continued provision of swimming sessions for ERS class each week</li> <li>-</li> </ul>	<p>Additional swimming sessions – Waves Swimming School</p>	<ul style="list-style-type: none"> <li>- Increase in pupils able to swim 25m in a range of strokes</li> <li>- Ensure national curriculum requirements for swimming 25m confidently are met for more pupils</li> </ul>	<p>Additional swimming to stay in place as long as funding continues and assessment at end of Y4 (curriculum provision) indicates it is necessary.</p> <p>Form close links with local leisure centres and swimming schools.</p>
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
<p>School focus with clarity on intended <b>impact on pupils</b>:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Intended impact</p>	<p>Sustainability and suggested next steps:</p>
<p>Active Playground Leader Training</p>	<p>Train Year 6 Sports Leaders – delivered by ASP</p> <p>KM/MF to monitor and support</p>	<p>Renewal of resources</p> <p>Release time for TA to attend training with pupils</p>	<p>-To continue to improve structure and provision of lunchtime play and activities</p> <p>-Promote physical activity at break and lunchtimes</p>	<p>Active Playground Leaders to continue as this has proved a success in the past academic year and we hope that this will continue to be successful. PE Lead and KM to canvas interest from the new Year 6 pupils.</p>

Continue to embed the principles of RealPE within PE lessons and wider school life to ensure that children understand that there is more to PE than physical ability.	<ul style="list-style-type: none"> <li>- Sending home 'Real PE home challenges'</li> <li>- Staff to embed the use of RealPE terminology and use of self-assessment display boards</li> </ul>	PE Leader release time  RealPE costs  Self-assessment display board resources	<ul style="list-style-type: none"> <li>- Pupils will be able to talk about the Real PE principles and how these help in PE and wider school life</li> <li>- Children to engage in physical activity at home (Home challenges)</li> </ul>	Promotes positive attitudes towards PE and physical activity encouraging pupils and their families to be active outside of school and later in life.  Maintain outside display boards
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport;</b>				Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Intended impact	Sustainability and suggested next steps:
Monitor delivery of curriculum PE and other school support staff to ensure that a high quality, broad and balanced PE curriculum is offered to pupils.	<ul style="list-style-type: none"> <li>- PE leader to observe lessons, listen to pupil/staff feedback</li> <li>- Teachers to support others as part of monitoring cycle</li> <li>- All staff to continue to access and use RealPE curriculum resources</li> </ul>	PE Lead release time	<ul style="list-style-type: none"> <li>- Staff fully understand school PE curriculum and rationale behind it.</li> <li>- Staff will be able to deliver lessons of a high standard whilst supporting other staff to do so.</li> <li>- Pupils will progress at the expected rate or better</li> </ul>	This will ensure high standards of PE delivery remains and future opportunities are planned to ensure continuous improvement in the subject.
Targeted CPD opportunities for some or all staff	<ul style="list-style-type: none"> <li>- PE Lead to discuss with staff and identify areas of need and arrange CPD</li> <li>- Teachers and TAs to work alongside specialist sports coaches in PE delivery</li> <li>- PE Lead to monitor/observe and discuss with staff</li> </ul>	Staff release time for CPD  CPD costs (mostly included in ASP affiliation)  Sports	<ul style="list-style-type: none"> <li>- Staff able to confidently plan opportunities for all pupils to maximise pupils progress and engagement in lessons.</li> <li>- Observations demonstrate higher quality of PE provision</li> <li>- Staff able to plan activities</li> </ul>	Staff involved in CPD opportunities can then share knowledge with other staff and new staff to ensure maximum impact.

	<ul style="list-style-type: none"> <li>- Mindfulness/Yoga/Wellbeing related CPD to aid with Catch up and Recovery Curriculum</li> </ul>	specialists (tbc – half term per year group)  Mindfulness training £200 per staff member	to support pupil wellbeing (Recovery curriculum)	
Embed new PE assessment system across school to ensure equality of opportunity and progress for all.	<ul style="list-style-type: none"> <li>- Staff meetings led by PE lead</li> <li>- Mentoring of staff by PE lead</li> <li>- PE leader to identify any areas of training or support needed for staff</li> </ul>	PE lead release time  Real PE costs	-	This will ensure that staff are able to continue to use this system in future years and pupil progress can be more effectively tracked.
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact: (Intended impact)	Sustainability and suggested next steps:
Provide a wider range of extra-curricular sport opportunities to promote pupil interest so that at least 90% of children (including SEND) are participating in extra-curricular activities and that pupils are able to try something new which may develop into an interest.	<ul style="list-style-type: none"> <li>- Provision of a range extra-curricular sport within and outside of school time – PE Lead to coordinate.</li> <li>- Lunchtime practices of sports leading to a competition (activity or sport to change every 3 weeks at least) – PE Lead to plan out with KM (Lunchtime TA)</li> <li>- Engagement and subsidising/funding of clubs with outside agencies to</li> </ul>	Resources - £500  Lunchtime TA to lead sports/competitions  Outside agency specialist club delivery (full year – costs TBC)	<ul style="list-style-type: none"> <li>- Increased participation of all pupils (including SEND) in lunchtime activities or extra-curricular activities</li> <li>- 100% of pupils (including SEND) involved in intra-house sports competitions for a range of sports</li> <li>- New opportunities offered which children may take up outside of school</li> <li>- Wide range of opportunities for competition in and out of school</li> </ul>	Continue to maintain links with ASP and other outside agencies to ensure this continues  Continue to promote out of school clubs for pupils to continue with sports or try new ones.

	<p>enable us to offer alternative/specialist activities</p> <ul style="list-style-type: none"> <li>- Intra-school competitions to be run at every half term for a range of sports (Whole school house matches, lunchtime competitions...)</li> <li>- Purchase resources and equipment to enable delivery of a range of sports and activities (e.g. handball goals, shin pads/goal keeper kit for hockey, short tennis nets)</li> <li>- Explore links with local clubs through ASP for delivery of sessions in school e.g golf</li> </ul>	ASP affiliation		
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Intended impact	Sustainability and suggested next steps:
Provide a wider range of opportunities for competitive sport to promote pupil interest so that at least 90% of children are participating in school sport and 60% of pupils represent school at competitions.	<ul style="list-style-type: none"> <li>- Affiliate with Active Sports Partnership</li> <li>- Offer a range of extra-curricular clubs during and after school with competitive opportunities</li> <li>- Enter inter-school (through SSP and links with other schools e.g. Netball Cluster</li> </ul>	<p>School Sports Partnership Affiliation - £2300</p> <p>Lunchtime TA to lead sports/competitions</p>	<ul style="list-style-type: none"> <li>- Increase in pupils (including SEND), particularly Y3/4, representing school at competitions and sports events</li> <li>- Children have opportunities to compete in competitions delivered</li> </ul>	<p>School has been affiliated with Derbyshire ASP for many years and will continue for the foreseeable future.</p> <p>Strong links have been formed with local schools through ASP and this</p>

	<p>League) competitions which involve pupils across KS2 – minimum 3 per term</p> <ul style="list-style-type: none"> <li>- Increase offers of Y3/4 competitions</li> <li>- Aim to attend 6 events with A and B teams and at least 3 events with C teams.</li> <li>- Continue to enter SEND specific competitions e.g. Boccia, Goalball, SEND sports day</li> <li>- Intra-school competitions to be run at least twice every half term (Whole school house matches, lunchtime competitions...)</li> <li>- Share performances, successes etc. on Facebook, school newsletters, in assemblies...</li> </ul>	<p>Transport to competitions</p> <p>Supply for Teacher to accompany pupils to events</p>	<p>to a high standard with pathways to county and regional events</p> <ul style="list-style-type: none"> <li>- All pupils involved in a range of intra-house sports competitions</li> <li>- Evidence of improved attitude towards competitions</li> <li>- Raise profile of school sport</li> <li>- Increased pupil confidence which can be applied in other areas of school</li> </ul>	<p>allows for competitions to be arranged outside of ASP competitions which provides opportunities for more children</p>
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