



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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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:   |
|---|--|
| <p>85% participation in competitive sport KS1</p> <p>95% Year 2</p> <p>50% reception.</p> <p>Good range of activities/taster sessions ran in school.</p> <p>Actions in place to improve activity of children in less structured parts of the day.</p> | <p>Provide wider range of opportunities for children.</p> <p>Improve the quality/consistency of PE teaching across the school.</p> |

| Meeting national curriculum requirements for swimming and water safety  | Please complete all of the below: |
|---|-----------------------------------|
| <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 children may swim in another year please report on their attainment on leaving primary school.</p> | N/A                               |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>  | N/A                               |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>  | N/A                               |
| <p>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?</p>  | N/A                               |

## 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: £17,210  | Date Updated: September 20 |  |   |
|---|--|----------------------------|--|---|
| <b>Key indicator 1:</b> 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:   |
|   |  |                            |  | 62%   |
| School focus with clarity on intended <b>impact on pupils</b> :   | Actions to achieve:  | Funding allocated:         | Evidence and impact:   | Sustainability and suggested next steps:  |
| To embed skill-based lessons with secure teacher knowledge to provide greater opportunities within lessons.   | Further training of areas within Real PE and Real Gym to secure teacher knowledge.       | £8000 approx.              | Pupils will have greater skills and greater confidence when taking part in sports.   | Update training and full training for new members of staff in the school to ensure skills are continuously updated.                     |
| Provide children with opportunities to be active during lunchtimes.   | Employ TA to run change for life clubs and target inactive children.                     | £2110                      | Successful. TA successfully ran club with a significant amount of children involved. Communicated with class teachers about specific children to target.   | Mid day supervisors to get out a range of equipment at lunch times and use Sports TA to run similar activities at afternoon play times. |
| Provide 'less sporty' children with other opportunities to be active.   | Purchase class sets of skipping ropes from 'skip2bfit' that can be used during playtime. | £700                       | Less active children are utilising the activity and trying to get better at skipping therefore exercising more. Equipment is not sport specific, plus children have a skipping rope each and again children who may not normally be active are joining in. | The equipment is owned by the school and is therefore sustainable. Mid day supervisors/TAs must ensure that they continue to be used.   |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |                    |   | Percentage of total allocation:   |
|--|--|--------------------|---|---|
|  |  |                    |   | 19%   |
| School focus with clarity on intended <b>impact on pupils</b> :  | Actions to achieve:  | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps:  |
| Children to have school uniform pe kit including hoodies and joggers.  | Promotes an active healthy school  | Free               | Children look smart and ready to be active.   | Continue to raise the profile of physical exercise and embed discussion of exercise in lessons throughout the curriculum.<br><br>Continue to increase the profile of pupils' sporting achievements outside of school. |
| Invite in guest to train children in different sports  | Training for pupils with sports personalities to build enthusiasm and knowledge.                             | £3000              | Children to become more confident in sports   |   |
| Highlight the importance of physical exercise during lessons and throughout the curriculum to ensure pupils are continuously engaging with discussion and involvement of sports. | Discrete lessons for physical education and for discussions surrounding the importance of physical exercise. | Free               | Pupils will be engaging more in PE lessons with more enthusiasm.  |   |
| To provide the pupils with knowledge of opportunities and clubs in the school and wider community to know what is available to them.   | Use of displays to highlight pupils' achievements and to show others what is possible to them.               | £0                 | Pupils have opportunities to discuss sporting importance and share their barriers to taking part in sports.           |   |
| The use of sports clothing for adults on days when sports are taught to increase participation in lessons.   | Adults to be provided with school hoodies to promote PE days   | £200 approx.       | Overall impact of increased participation in sport will impact on pupil performance in other areas of the curriculum. |   |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |                                  |  | Percentage of total allocation:   |
|---|---|----------------------------------|--|---|
|   |   |                                  |  | 0%  |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:   | Funding allocated:               | Evidence and impact:   | Sustainability and suggested next steps:  |
| <p>Improve effectiveness of PE teaching and assist teachers with delivering lessons.</p> <p>To ensure all staff have a good knowledge of the skills needed to teach the scheme chosen by the school.</p> <p>To provide staff with the appropriate training to be confident teaching sports.</p> | <p>Use PE lead to lead lessons to show good practice when needed.</p> <p>Real PE training and support throughout the year.</p> <p>Discussion/questionnaire opportunities for staff to share personal needs for development within the scheme.</p> | <p>Free</p> <p>See section 1</p> | <p>Staff to feel more confident in delivering sessions and children's specific needs were targeted more effectively.</p> <p>Pupils are provided with good or better teaching of PE lessons from staff.</p> <p>Staff confidently discuss the content, structure and direction of their lessons.</p> | <p>Keep a continuously dialogue between staff to share their concerns and identify support needed.</p> <p>Updated training and coaching for relevant staff when identified.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |  |                          |  | Percentage of total allocation:          |
|--|--|--------------------------|--|--|
|  |  |                          |  | 9%                                       |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:  | Funding allocated:       | Evidence and impact:   | Sustainability and suggested next steps: |
| <p>Additional achievements:</p> <p>Improve sporting experiences of PP Children</p> <p>Provide all children within the school with the opportunity to try new sports.</p> | <p>After school clubs-</p> <p>Run taster sessions</p> <p>Attend competitions/events where new sports are being offered</p> <p>Provide dance club</p> <p>Purchase equipment which allows more obscure sports to be taught</p> | <p>£1000</p> <p>£700</p> | <p>Children who have come from a disadvantaged background have been given the opportunity to participate in sports clubs after school. This is providing children with experiences and opportunities to be active that they may not have usually had the opportunity to do.</p> <p>All children had cricket/tag rugby/basketball taster sessions.</p> <p>School attended Kurling/dodgeball/cricket events</p> <p>Children who wanted to attended dance club.</p> <p>Purchased Kurling kit and delivered during golden times.</p> |  |

| Key indicator 5: Increased participation in competitive sport                   |   |                    |   | Percentage of total allocation:          |
|---|---|--------------------|---|--|
|   |   |                    |   | 10%                                      |
| School focus with clarity on intended impact on pupils:                         | Actions to achieve:   | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps: |
| Provide every child with the opportunity to participate in a competitive sport. | Attend Pacesetter Games, Manor Cluster Festivals and events ran by Northamptonshire Sport | £1500              | As has been the case for the last few years, a chunk of the schools budget has been spent on giving the children the opportunity to participate in a range of competitive sports. 95% of Year 2 children participated in at least one competitive event as result this year and around 80% of Key Stage 1 as a whole. In addition, 50% of the children in reception also had the opportunity to participate in a competitive event. The lasting effect of competition and the experiences that we have provided the children ensures that this is sustainable. As a result, when asked, the children are able to successfully discuss the positive aspects of competitive sport and the values that we encourage when we take children to an event. We have also seen children's confidence develop both at the events and in school. |  |