



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Commissioned by  
Department for Education

Created by





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 2020** 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>N/A No Sports Premium Received in 2018-19 due to Reception only.</p>	<ul style="list-style-type: none"> <li>• Investment in resources for the teaching of P.E.</li> <li>• Maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports</li> <li>• Investment in resources for after school clubs.</li> <li>• Staff training and awareness of high-quality P.E teaching</li> <li>• Staff training in facilitating active playtimes and purchase of further resources to support this</li> <li>• Use Sports Premium to enhance children’s mental health and well-being through mindfulness.</li> <li>• Improve the notion of Personal challenge within PE lessons and competitions.</li> <li>• Increase the opportunities for children to partake in sports competitions outside of school.</li> <li>• Continue to enable every year group to have the expertise of a coach</li> <li>• Continue to provide opportunities for non-traditional sports and inspirational sessions for all.</li> </ul>

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?  <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>%N/A</p>

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>% N/A</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% N/A</p>
<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>	<p>Yes/No  N/A</p>

## 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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £16,190		<b>Date Updated:</b> 31.7.20	
<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:
					%
School focus with clarity on intended <b>impact on pupils:</b>		Actions to achieve:		Funding allocated:	Evidence and impact:
<ul style="list-style-type: none"> <li>Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all.</li> </ul>		<ul style="list-style-type: none"> <li>Purchase of additional PE resources to support PE sessions e.g. Balls/Rackets/dance ribbons. All sports and activities taught in PE sessions to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in lessons.</li> </ul>		£2000	<ul style="list-style-type: none"> <li>Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons.</li> </ul>
<ul style="list-style-type: none"> <li>Training of Lunchtime staff to facilitate active play</li> </ul>		<ul style="list-style-type: none"> <li>Funding for CPD to upskill lunch time staff by working with additional sports coach. All children will have access to additional sports during lunch time run by sports coach or lunch time staff.</li> </ul>		£4000	<ul style="list-style-type: none"> <li>Children are more active during lunch times partaking in activities such as dance, football and dodgeball.</li> <li>Lunchtime staff feel more confident to deliver sport related activities and to engage children in these activities.</li> </ul>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
School focus with clarity on intended <b>impact on pupils:</b>		Actions to achieve:		Funding allocated:	Evidence and impact:

<ul style="list-style-type: none"> <li>Improved access to resources and training for staff will lead to increased activity at playtimes</li> </ul>	<ul style="list-style-type: none"> <li>Lunch time supervisors to receive appropriate training and follow up planning time.</li> <li>Improved resources will widen the range of activities on offer for children to take part in active play at lunch times.</li> </ul>	£1000	<ul style="list-style-type: none"> <li>Lunchtime behaviour has improved greatly.</li> <li>Children engage in activities and have a greater awareness of how school values relate to sports.</li> </ul>	Continue to monitor lunchtime behaviour and adapt lunchtime offer to ensure children are engaged overtime and behaviour continues to be of a good standard at lunchtimes.
<ul style="list-style-type: none"> <li>Improve quality of provision in EYFS outside area to encourage active play during lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase a range of larger play equipment for enclosed outside area that facilities balance, strength, agility and team building skills in EYFS children.</li> </ul>	£3500	<ul style="list-style-type: none"> <li>Children IN EYFS have developed their skills through independent play on the enhanced equipment in the outside area.</li> </ul>	Continue to develop resources over time and develop children's skills and use of equipment

<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 impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Staff to work alongside external coaches to develop their knowledge and skills in all areas of PE. This will enable staff to transfer skills learnt in their own teaching.</li> </ul>	<ul style="list-style-type: none"> <li>School focus event over 2 weeks with coaches from a range of sports invited in to work with children across a range of sports. Opportunity to observe specialist coaching sessions.</li> </ul>	£2000	<ul style="list-style-type: none"> <li>Staff have increased confidence in teaching PE.</li> <li>Staff have a greater awareness of the PE NC and how to facilitate learning through equipment in school.</li> </ul>	Maintain links with external coaches and develop a timeline for additional CPD for staff.
<ul style="list-style-type: none"> <li>Staff training to facilitate active playtimes. More children partake in independent or structured active activities at playtime.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching assistants and lunchtime staff to observe and work alongside sports coaches to promote physical activity to support this.</li> </ul>	£2000	<ul style="list-style-type: none"> <li>Lunchtime staff have a greater confidence in facilitating active lunchtimes.</li> </ul>	Continued focus on training of staff who support playtimes and lunchtimes. Governor visits planned to monitor impact.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
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<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>• Range of after school clubs to widen and become more varied to give the children a range of experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin resourcing equipment to offer a range of clubs after school.</li> <li>• Do a staff survey to see what sports skills they have and are able to utilise for sports clubs.</li> <li>• Contact external providers who offer sports that children may not have had access to previously.</li> </ul>	<p>£850</p>	<ul style="list-style-type: none"> <li>• Children have been encouraged to join the local clubs through external coaches coming in.</li> </ul>	<p>Range of clubsto suit the needs of the school and look for providers who can offer alternative sports and activities.</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></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>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>• Increased participation in inter school’s sporting events</li> </ul>	<ul style="list-style-type: none"> <li>• Membership of East Staffs School Partnership</li> <li>• Enter sporting events throughout the year &amp; take children to them.</li> </ul>	<p>£840</p>	<ul style="list-style-type: none"> <li>• An increase in children taking part in inter school events</li> <li>• An increase of children attending local sports club e.g. Burton Albion run clubs.</li> </ul>	<p>Work closely with localclubs and coaches to promote the opportunities in local areas. Publicise local clubs and events.</p>