



# 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](http://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 **31<sup>st</sup> 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:
<ul style="list-style-type: none"> <li>- wide range of clubs on offer</li> <li>- children taking part in wide range of competitions</li> <li>- new children encouraged to take part in sport e.g. archery, fencing, kurling, dodgeball, cricket, netball and basketball</li> <li>- daily mile re-launched in Sep 19 after installation of the track</li> <li>- play leaders trained and running activities every lunchtime</li> <li>- balanceability session for R/1, new balance bikes purchased.</li> <li>- whole school signed up to Active Maths and English</li> <li>- recognition of effort to provide virtual PE/physical activities during lockdown.</li> <li>- socially distanced physical activity daily in school</li> <li>- sensory circuits training and sessions up and running</li> <li>- new physical equipment purchased for EYFS to make sure all children active</li> </ul>	<ul style="list-style-type: none"> <li>- train new play leaders for 2020-2021 as many trained will have left</li> <li>- continue to look at new clubs to offer and build on competitions entered</li> <li>- set up a Change for Life club</li> <li>- change lunch time set up so that more children are active every lunchtime</li> <li>- continue to build on opportunities for children to lead PE activities/ clubs/ PE leads on school council</li> <li>- continue to build on equipment- football goals and netball posts</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	<p>100% of the 10 out of 20 chn that replied before lockdown. Swimming would have begun 1<sup>st</sup> June.</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>100% of the 10 out of 20 chn that replied before lockdown. Swimming would have begun 1<sup>st</sup> June.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100% of the 10 out of 20 chn that replied before lockdown. Swimming would have begun 1<sup>st</sup> June.</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?	Yes/No No swimming took place due to Covid
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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: 2019/20		Total fund allocated: £16470		Date Updated: July 20	
<p><b>Key indicator 1:</b> 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</p>					<p>Percentage of total allocation: 47.5% from this year's allocation</p>
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?:	
<p>Daily mile to get <b>all</b> pupils undertaking at least 15 minutes of additional activity per day.</p> <p>New outdoor equipment purchased to get children active every day</p> <p>Premier sports weekly lunchtime sports clubs targeting children not attending after school clubs to increase the range of children active throughout the day and MSA employed daily to lead games and activities at lunchtime.</p> <p>During Co-vid all chn in school and at home provided with daily physical activity sessions</p>	<p>Installation planned for a daily mile track to enable children to access the daily mile all year round.</p> <p>Children active everyday at play and lunch, new opportunities</p> <p>Plan each term focus of lunchtime club to engage different children.</p> <p>Teachers plan for session daily</p>	<p>£5394 £7264 £3627 £975</p> <p>(£9436.75 to come from 20-21 allocation)</p>	<p>ALL pupils involved in 15 minutes of additional activity every day.</p> <p>Children will be able to be active in another way everyday</p> <p>Large uptake for Thurs club every week (20 KS2 chn) including 12 chn not attending an after school club.</p> <p>All pupils active daily, evidence on pans</p>	<p>Sustainability and suggested next steps:</p> <p>Daily mile firmly embedded in school day.</p> <p>Timetable in place for use</p> <p>Continue lunchtime provision and enhance next year with further opportunities on different days.</p> <p>Daily activity firmly embedded</p>	

Whole school subscription to Teach Active- Maths and English	Teachers plan an Active Maths and English session for each week		Evident on plans, all more active during lessons	Embedded in planning
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 0.9%
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>Role models – JH and JS have talked about own sporting opportunities. Links with local swimming clubs and tennis club.</p> <p>Extra notice board in library to raise the profile of PE and Sport for all visitors and parents.</p> <p>PE Blog on website/ newsletters</p> <p>Whole school ‘personal best’ challenges</p> <p>KS1 Multisports festival at Barrington school</p>	<p>Research other local athletes/ sports people to come in and talk.</p> <p>Notice board in use and kept up to date throughout the year.</p> <p>Keep up to date throughout year with recent news and events</p> <p>Add sporting event info to newsletters</p> <p>Throughout year all children have taken part in a ‘personal best’ challenges. Staff to record baseline and end score. Make sure children have time to improve on this skill in each PE session.</p> <p>Arrange transport, groups and activities</p>	<p>£140</p>	<p>Children inspired by talks to challenge themselves.</p> <p>The notice boards are full of information about matches/clubs/results. Blog up to date.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>- Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem.</li> <li>- Increased self esteem/confidence are having an impact on learning across the curriculum.</li> </ul> <p>Children enjoying activities and trying something new</p>	<p>The SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued.</p>

	Liase with JH Plan adults to accompany			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
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>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff.</p> <p>The following courses will be attended:</p> <ul style="list-style-type: none"> <li>-Subject leader to attend PE subject leader course- 3 half days.</li> <li>-1 staff member to attend SCSP training events- gymnastics</li> <li>-Leader to attend PE conference</li> <li>- All staff to be rhesus trained</li> <li>- Staff to be upskilled through team teaching with JH (level 5 PE coach) across the school year.</li> <li>- RP to have dedicated sports time weekly to build profile of sport in school.</li> </ul>	<p>Book onto courses. Establish if cover is needed and book.</p> <p>Follow up with CPD logs</p> <p>Share with staff at staff meetings</p> <p>Sign up to SCSSP (South Cambridge Schools Sports partnership) membership</p> <p>Sensory circuits sessions running at least 3 times a week for identified children</p>	£3450	<ul style="list-style-type: none"> <li>-Better subject knowledge for all teaching staff and TA's.</li> <li>- Increased confidence and better subject leader skills enabling the subject lead to run training for all.</li> <li>- Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>✓ Skills, knowledge and understanding of pupils are increased</li> <li>- see Target Tracker assessments</li> <li>✓ Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve</li> </ul>	<ul style="list-style-type: none"> <li>- While the funding continues staff to access additional training opportunities.</li> <li>-This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.</li> <li>- audit of staff strengths/ areas of development to plan training needs</li> </ul>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 25%
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:
<ul style="list-style-type: none"> <li>- Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</li> <li>- Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Arrange a pupil survey to ascertain what pupils would like.</li> <li>- Involve external coaches to work with staff in clubs.</li> <li>- Wide range of lunch time clubs on offer</li> <li>- research new clubs to off e.g. legacy, golf, kurling, archery</li> <li>- new clubs up and running at lunchtime- speed stacking, netball, cricket</li> <li>- undertake offers to upskill staff and get more involved</li> <li>- train play leaders to run activities for KS1</li> <li>- Whole school drama event and KS1 drama and dance workshops</li> <li>- Physical and mental well being support</li> <li>- Enhance the PE experience- purchase new equipment: Including for swimming, PE sessions, after school clubs, sensory circuits and for EYFS.</li> <li>- Molly dancing sessions</li> </ul>	£4140	<ul style="list-style-type: none"> <li>Look at how many staff involved?</li> <li>New clubs on offer and a wider range</li> <li>New children and more children involved in sport.</li> <li><b>WIDER IMPACT AS A RESULT OF ABOVE</b></li> <li>- Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons</li> <li>- Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good.</li> <li>- 90% of pupils say they enjoy PE and Sport and want to get involved in more activities.</li> <li>- Pupils who were disaffected in school are now engaged and want to take part, based on club registers.</li> </ul>	<ul style="list-style-type: none"> <li>- continue to seek info about new clubs and opportunities to offer children</li> <li>- audit of current PE equipment to assess what is needed to enhance further.</li> <li>- audit of staff strengths/ areas of development to plan training needs</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.6%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils. - Engage more girls in inter/intra school teams particularly those who are disaffected. - Purchase new sporting uniforms	Arrange friendly competition - inter/intra school - use the local sport partnership. Book wide range of competitions Inc: Football Netball Tag Rugby Cross country Orienteering KS1 Multisports festival with Barrington and Foxton	£928.74	Numbers of boys/ girls taking part in competitions has increased from previous year. New children are taking part in competitions.  <b>WIDER IMPACT AS A RESULT OF ABOVE</b> ✓ Improved standards in invasion games in curriculum time ✓ More children involved in sport in and out of school ✓ Positive attitudes to sport from all groups.	Continue to look for new opportunities.  KW continue netball club

Signed off by	
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Subject Leader:	Rachel Peachey
Date:	20.7.20
Governor:	Linda Meredith
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