



# 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](#) 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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Providing 2 hours of PE to each child each week</li> <li>• 2 units per class led by SLA coaches</li> <li>• Attending festivals</li> <li>• Weekly sports after school clubs</li> <li>• Activity tracker</li> <li>• Whole school mental health awareness day</li> <li>• Competition participation</li> <li>• Personal challenge-year 6</li> <li>• Purchase of new equipment</li> <li>• Assessment of core tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice-least active children to increase activity</li> <li>• Track activity per class-inc lesson time</li> <li>• Provide Orienteering sessions for each year group in Key Stage 2</li> <li>• Provide a qualified coach to lead OAA sessions UKS2</li> <li>• Each class (3-6) to complete 1 unit in PE linked to OAA</li> <li>• Continue CPD for subject lead plus other staff to maintain and develop knowledge and understanding</li> </ul>

<b>Current year 6 cohort assessment taken May 2019-should have attended swimming lessons beginning May 2020 however due to Covid-19 Pandemic swimming lessons were cancelled.</b>	
Meeting national curriculum requirements for swimming and water safety.	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	11%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	34%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	11%

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?	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: 2019/20		Total fund allocated: <b>£17,470</b> Totsal Allocated / used : <b>£15,144.24</b> Remaining : £2325.76		Date Updated: 15.7.2020	
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: <b>36.5 %</b>
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: <b>£6368.64</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>Increase participation in non-active children at after-school sports clubs and lunchtime sport club</li> <li>To ensure that, where possible, lessons include physically active learning in order to engage children in higher levels of Physical Activity (PA) throughout the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor and track after-school club registers</li> <li>Monitor and track playtime/ lunchtime activity</li> <li>Provide staff with activity websites/resources-eg Imoves</li> <li>Young Leader training-year 5 children to implement sport crew</li> </ul>	11 staff x £16.83 (hourly cost with oncosts) x 30 weeks = <b>£5553.90</b>  Playground equipment= <b>£220.74</b>  <b>IMOVES-£594</b>	Activity 87% of KS2 children completing AT LEAST 30 minutes of activity per day  Every class providing opportunities for activity during lesson time.  <b>CLUB % KS1</b>  Clubs KS2 % of KS2 children attending:  1+ afterschool club=70% 2+ afterschool club=50% 3+ afterschool club=33%	Sustainability and suggested next steps:  Continue to provide a range of sports clubs after school-widen the range with possibility of coaches for a broader range of sports  Continue to run Sport Crew with trained young leaders, run termly training sessions to refresh young leaders and strategies to use during sessions  Activity in classroom-continue to use Imoves activities 2 x daily, continuing to use an	

			4+ afterschool club=21% 5+ afterschool club=10%	'active lesson' timetable to add activity into subjects across the curriculum
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** Percentage of total allocation:  
**24.8 %**

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: <b>£4339.30</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Participation in Durham County Council SLA: <ul style="list-style-type: none"> <li>access to professional coaches to provide coaching and support professional development of school staff and quality PE lessons for children.</li> <li>Attend festivals and competitions</li> </ul>	<ul style="list-style-type: none"> <li>All classes to be included in the year round weekly coaching sessions</li> <li>Attendance at festivals and sporting events when advertised</li> <li>Additional events to be attended as and when they arise</li> <li>Greater links with sports organisations across Durham</li> </ul>	<b>£3800-</b> additional SLA <b>£270</b> =buses <b>£100-school games/league participation</b> <b>£169.30-staff mileage</b>	Upskilling teachers and improved confidence-working in collaboration with professional coaches  Impact on development of skills can be seen and then implemented when attending festivals and events  Increased confidence and self-esteem for participation- Pupils are proud to represent the school and report back on website/newsletters/ notice boards/assemblies etc  75% of KS2 children attended a festival <b>Not all coaches accessed or</b>	Sustainability of staff as they will feel supported to feel confident when delivering P.E. and sport  Children accessing sports they may not encounter otherwise and having opportunities to develop these (joining Judo/karate clubs etc) <b>This was due to happen in Summer term but did not due to Covid-19 (£200)</b>  SLA agreed for next year, with added CPD to further develop upskilling of staff-dance, OAA <b>Virtual training was carried out during lockdown but delivery was planned for summer term and therefore did not happen</b>

			festivals attended due to losing Summer term due to Covid-19.	due to Covid-19, to be carried forward to next year. (£560)
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				<b>15.6 %</b>
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:  <b>£2727.00</b>	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>PE lead to attend county Network meetings to upskill and update.</li> <li>PE lead to attend OAA training and feedback to staff in order for each year group to implement at least one OAA unit of work in PE.</li> <li>Purchase new PE equipment for outstanding delivery of PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to attend termly network meetings for county/national updates- updates to SLT/staff where appropriate</li> <li>PE lead attended virtual OAA CPD <b>Virtual training was carried out during lockdown but feedback and delivery was planned for summer term and therefore did not happen due to Covid-19, to be carried forward to next year.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Mats- £2407</b></li> <li><b>PE equipment £320</b></li> </ul>	PE lead Increased confidence and knowledge for implementing OAA- see CPD evaluation.  <b>Due to covid1-19, impact will be assessed in AUTUMN TERM OF ACADEMIC YEAR 2019-2020 as these actions were scheduled for Summer term.</b>	PE lead to feedback and distribute units of work, planning and resources to staff in order for each year group to access at least one OAA unit in PE.  Lesson observations across key stages to support staff and identify strengths and any areas for development.  Staff audit-subjects knowledge and identify areas for further support
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				<b>5.4 %</b>
Intent	Implementation		Impact	

<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>Increase awareness of Mental Health issues and promote positive mental health and well-being, providing children with strategies and outlets to support this</li> </ul>	<ul style="list-style-type: none"> <li>Children participated in a range of activities linked to mental health awareness and strategies for overcoming barriers that mental health issues might cause-circus tricks, arts, poetry, music</li> <li><b>Children to participate in a range of activities linked to mental health awareness and strategies for overcoming barriers that mental health issues might cause-yoga, wellness coach, street games, arts- Mental health awareness day was scheduled for June 2020 but did not take place due to Covid-19-to be rearranged next year</b></li> <li>Children participated in a range of outdoor activities-crate-stacking, sledging, climbing, archery, walking, team-building</li> </ul>	<p>£950</p> <p>Cost of circus day £650</p> <p>£1000</p> <p>£300 – specialist support</p>	<p>Children enjoyed all activities and felt motivated and inspired and aware of strategies to deal with their own emotional wellbeing in the future.</p> <p>Children had opportunities to participate in new activities they had not experienced before. Children developed their team work and problem solving skills, whilst also improving resilience and mindfulness.</p>	<p>Mental health focus days to be implemented termly.</p> <p>Due to Covid-19, year 6 residential for 2020-2021 has been cancelled. To provide similar opportunities, activities, agencies to be booked offering similar activities on school site, for</p>

				example archery and crate stacking.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: <b>4.6 %</b>
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:  <b>£809.30</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
	<b>Superstars</b> -only 16 children as would have been completed in Summer term  In school trials <b>Sports day would have been completed in Term 3</b> Festivals Level 2 competitions Level 3 competitions After school leagues More leagues/competitions would have been completed in Summer term	<b>£169.30</b> GB mileage Resources for superstars and sports day <b>£150</b>  <b>Buses=£490</b>	70% of children level 1 (1+comps) 50% of children level 2 (1+ comps) (KS2) 6% of children level 3 (1+ comps) (KS2)  <b>18 % of children represented the school in more than one afterschool competitive sport team</b>	Increase participation of level 3 competitions when possible due to Covid 19 and social distancing regulations  Increase participation in leagues after school when possible due to Covid 19 and social distancing regulations

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	