

# 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 2019:	Areas for further improvement and baseline evidence of need:
<p>More children have accessed extracurricular clubs than the previous year.</p> <p>Children have participated in more competitive sport than the previous year.</p> <p>Audit of resources completed and resources strengthened.</p> <p>Celebration of sport has increased the profile/</p>	<p>Continue to select target groups to ensure all children are accessing extra-curricular clubs.</p> <p>Development of CPD and establishing a sports coach working in the school during the next academic year.</p> <p>Continue to ensure resources support the growing number of children in the school.</p>

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>	50%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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/ <b>No</b>

## 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: 2018/19		Total fund allocated: £		Date Updated:	
<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>					Percentage of total allocation:
					%
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?:	
Children start the day and are encouraged to complete 'daily mile' around the 3G pitch before the school day starts at 8:30	Teachers and staff to encourage the children to do this and participate alongside the children.	Sports pack: £525	More children accessing 'daily mile'. Children have learnt a variety of playtime games and are active during playtimes.		Continue to work with MKSSP to improve this provision further.
Equipment to for play/ lunchtimes to improve children's activity levels during these times.	Staff to support the children in playtime games so the equipment is used correctly.  Staff to encourage the children to use the equipment especially those that are more reluctant .				
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					Percentage of total allocation:
					%
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>Provide opportunities for competitive sport with the limited number of children.</p> <p>Selecting a variety of children to participate in competitions.</p>	<p>Select a variety of children to participate in school competitions.</p> <p>Staff to support children in preparation for this during lessons and extra – curricular activities.</p>	<p>N/A</p>	<p>100% of year, 6 children participated in competitive sports.</p> <p>Children were excited by selection and improved self-esteem.</p> <p>Children’s success and participation was celebrated in school assemblies raising awareness of PESSPA.</p>	<p>Develop more competition in PE lessons.</p> <p>Continue to access MKSSP competitions with the increased number of children in KS2.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Staff to access PEPMK courses.  PE leader to sources CPD to share with staff in school.  PE leader to observe lessons to support staff if required.  Continue to access CPD opportunities offered by MKSSP.	Research and support staff with CPD opportunities.  PE leader to book and timetable observations of teachers teaching across the school.	N/A	This was halted this year due to COVID-19. Should continue into academic year 2020-2021.	Staff to access PEPMK courses.  PE leader to sources CPD to share with staff in school.  PE leader to observe lessons to support staff if required.  Continue to access CPD opportunities offered by MKSSP.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>Additional achievements:</p> <p>Continue to give children a broader range of activities:</p> <p>YOGA Gymnastics</p> <p>Continue to use a variety of team games throughout the year.</p>	<p>Audit resources and improve equipment if needed.</p> <p>Source Yoga instructor, support staff to be upskilled by watching the delivery (see indicator 3).</p>	<p>Yoga: £4,940</p> <p>Equipment sheds: £849.</p> <p>Equipment: 1,538</p> <p>Track lines: £125</p> <p>Spring board and mat: £395</p> <p>Vault box: £1078</p> <p>Mats: £343</p> <p>Netball hoops: £389</p>	<p>Children have now accessed a variety of team sports.</p> <p>Gymnastics delivery has been enhanced with the new equipment purchased.</p> <p>Children have now been able to use netball posts in lessons and extracurricular clubs.</p> <p>Children and staff have experienced yoga broadening their range of sporting activities.</p>	<p>Continue to sources different activities for the children to broaden their experiences.</p> <p>Purchase Primary PE Planning offering different activities including self-defence.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Provide opportunities for competitive sport with the limited number of children.  Selecting a variety of children to participate in competitions.	Select a variety of children to participate in school competitions.  Staff to support children in preparation for this during lessons and extra – curricular activities.	N/A	100% of year, 6 children participated in competitive sports.  Children were excited by selection and improved self-esteem.  Children’s success and participation was celebrated in school assemblies raising awareness of PESSPA.	Develop more competition in PE lessons.  Continue to access MKSSP competitions with the increased number of children in KS2.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	