

# 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.

<p>Key achievements to date until July 2020:</p> <p><b>School closure in March until June 2020 (partially opened to keyworker children) due to COVID-19 national lockdown</b></p>	<p>Areas for further improvement and baseline evidence of need:</p>
<ul style="list-style-type: none"> <li>Entered district football league – games finished in 2 draws and 2 losses.</li> <li>Entered district cross country event-finished in 10<sup>th</sup> place</li> <li>Entered Sports Athletics event (cancelled due to COVID-19)</li> <li>Continued with swimming lessons up until March.</li> <li>Began CPD of current staff with team teaching with PE specialist.</li> <li>Sharing best practice of PE scheme.</li> <li>Regular daily mile participation.</li> </ul>	<ul style="list-style-type: none"> <li>Promote wider sports. E.g. table tennis, OAA</li> <li>Inter school competitions beyond sports day and raise profile of sports/PE.</li> <li>Investigate into schemes such as KS1 star mark, Sports Crew and PALSS and Physifun.</li> <li>Investigate use of playground markings to encourage fitness.</li> <li>Continue CPD for staff.</li> <li>Investigate into moki activity trackers. Could lead into inter school competitions.</li> </ul> <p><a href="https://moki.technology/">https://moki.technology/</a></p>

<p>Meeting national curriculum requirements for swimming and water safety.</p>	
<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>76%</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>82%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>85%</p>

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

No

## 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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £18,750		<b>Date Updated:</b> July 2020	
<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					Percentage of total allocation: 5%
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?:	
To purchase a differentiated PE planning scheme to help teachers at all levels of experience with teaching progression of skills.	Renew P.E. planning scheme. <a href="http://www.peplanning.org.uk">www.peplanning.org.uk</a> PE leads to complete a pupil voice across the school on their views of P.E. lessons. P.E leads to ensure progression and coverage is taking place and map out the curriculum by each year group. Monitor use of scheme and annotated P.E planning for classes. Review impact of lesson through focused observations and monitoring.		<b>£195</b>	Pupil voice did not take place due to school closure in March for COVID-19 lockdown.  Skipping challenge unable to take place due to COVID-19 school closures.  Monitored use of scheme-every year group using it regularly (half termly) and linked with the key skills focus of that half term. Observations did not happen.	
To increase fitness ability across the school.	Children’s increase in skipping challenge within the two minutes. Class list to record number of skips and promote in assemblies.			Look at annotated plans, use of twilight sessions/phase meetings to get teacher voice. Action pupil voice and check from outcomes.  PE leads to introduce skipping challenge in new academic year to class teachers. Promote personal challenges/classroom competitions. Raise awareness through newsletters and social media.  Apply to Virtual Surrey School games.  Boost the daily mile initiative. Encourage teachers to get children moving more quickly	

	<p>Children to develop and increase all round fitness skills. Intra-school competitions through houses.</p> <p>PE leads to plan and organize the skipping challenge across the school.</p> <p>Fitness challenge to start each P.E. lessons. One lesson per half term to focus on multi-skills.</p> <p>Timetable classes (ks2) to use the outdoor Gym.</p> <p>PE leads to look into playground markings which encourage physical activity, in particular ks1.</p> <p>After school club 'FizzyFun' to promote fitness across the school.</p>	£500	<p>The fitness challenge initiative and the multi skills lesson did not begin this year.</p> <p>Timetable created but not in place yet. (School closure)</p> <p>PE leads made contact with playground marking companies for quotes and arrange meetings. Meetings did not take place due to school closure. (COVID-19)</p>	<p>rather than a casual walk. Create a more competitive atmosphere.</p> <p>Introduce class teachers to fitness challenge ideas to start lessons or multi-skills focus for one lesson.</p> <p>Introduce timetable for new academic year.</p> <p>PE leads to make contact again with companies to discuss further about playground markings to promote physical activities.</p>
<p><b>s.Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>2%</p>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>To raise the interest of physical activity within girls.</p> <p>To raise the profile of sports/fitness to all children.</p>	<p>Pupil voice with girls across school to find out which clubs/sports they are keen to do.</p> <p>Increase the interest of participation of girls in physical activity. Following from Pupil voice, look into clubs which engage the girls.</p> <p>P.E. leads to research into Sports Crew to help promote PE and sports. Select children in year 5/6. Initial sports crew training. To promote sports/fitness from peers. Sports Crew are children in years 5 and 6 who support and promote PE/sports across the school. Helps develop their leadership and planning skills and become ambassadors for the school.</p>	<p><b>£150 for 10 children (training)</b></p>	<p>Pupil voice did not take place due to COVID-19. Pupil voice questions are written but did not action.</p> <p>This was not actioned due to school closure and COVID-19.</p>	<p>Follow from pupil voice to gauge opinion on physical activity. What will get them motivated to get more active. Promote future district events to encourage participation.</p> <p>P.E leads to talk to active surrey representative to arrange guidance/training.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
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 develop teachers' confidence in delivering high quality lessons and develop a range of skills.	<p>Teachers to work with PE experts-team teaching to develop teaching skills. These skills to be shared with staff. Elite Sports Provision team taught with selection of year groups. Observations during and after training sessions to see teacher's confidence. Staff meeting time to discuss learning and share outcomes.</p> <p>Renew P.E. planning scheme. <a href="http://www.peplanning.org.uk">www.peplanning.org.uk</a>. Regular conversations with teachers about planning-annotated plans and use of equipment.</p> <p>Ensure all teaching staff are using planning scheme effectively.</p>	<p><b>£6816.75</b></p> <p><b>£195</b></p>	<p>PE leads began discussions with class teachers working alongside PE experts. No observations made due to school closure of COVID-19.</p> <p>Teacher conversations reveal a positive attitude towards the planning scheme. They feel it is an easy to follow guide with good differentiation and progression ideas. Teachers feel that we lack some equipment to help with their lessons.</p>	<p>PE leads to make regular discussions with teachers on planning, delivering and assessment.</p> <p>From outcome of conversations with teachers, begin to arrange an equipment order.</p> <p>PE leads to check every year group have plans in place for each half term and receive any annotated plans, teacher comments on lesson plans.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%

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>To improve physical, social, emotional, mental health and well-being of all children.</p> <p>To transfer skills across a range of activities.</p> <p>To develop team building and communication within sports and activities.</p>	<p><b>To introduce bikeability cycling training across a range of year groups.</b></p> <p>A cycling training course to develop children’s confidence, skills and road awareness.</p> <p>To monitor and assess skills prior to training and then assess after training programme. Pupil and parent questionnaire.</p> <p>To promote table tennis across ks2. Monitor participation increase. Ensure equipment is available and all year groups across ks2 have opportunities to use resources.</p> <p>To place orienteering markings out across the school playground and field.</p> <p>PE leads to match planning with resources to make it manageable to teach. Check curriculum overviews to ensure outdoor learning is taking place across ks2.</p>	<p>£2,300</p>	<p>Bikeability training did not take place this year due to school closure from COVID-19.</p> <p>Timetable in place for break times and lunch time usage. Wasn’t actioned completely due to school closure.</p> <p>PE leads have ensured that OAA is planned for all years in KS2. OAA activities however did not take place as school closed in March from</p>	<p>To re-arrange cycling training for the new academic year. Measure impact from training.</p> <p>Arrange class tournaments to promote table tennis. Encourage class teachers to promote use of table tennis. Ensure table tennis tables are being used efficiently.</p> <p>Place orienteering marks up around school grounds and ensure OAA is planned in curriculum for KS2. PE lead to promote OAA across school, ensure software programme and activities are available across whole school.</p>

	<p>To review teacher's knowledge of outdoor learning/orienteering.</p> <p>To promote/introduce the 'purple pen' programme to teachers to use.</p>		<p>COVID-19.</p>	<p>PE leads to look into school links involving Olympics.</p> <p>PE leads to arrange meeting with activesurrey member to discuss possible memberships to help build a bigger repertoire of PE and sports.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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 provide children with opportunities to compete intra-school and inter-schools. To work with other local schools in the district.	<p>Introduce intra-school multi skills competitions.</p> <p>To promote competitive sport across the school and personal achievements which inspire others to take part in.</p> <p>Provide a written report on events attended and their outcome. The school is able to compete in a variety of events in the local district with other local schools. An opportunity to promote pupil's sporting skills.</p> <p>To promote a wider range of sports in competitive state to the school.</p> <p>Order trophies, medals etc.</p> <p>To widen the range of events in which the school takes part in. Inter-school competitions e.g. dodgeball, rounders., sports hall athletics.</p> <p>To participate and be introduced in local district events through meetings etc.</p> <p>To provide coaches to transport the</p>	<p><b>£300</b></p> <p><b>£150</b></p> <p><b>£92</b></p>	<p>Selected children from years 3 and 4 were due to take part in an inter school multi skills competition in March. However due to school closures COVID-19, this did not take place.</p> <p>Medals were ordered just prior school closure (COVID-19) but unable to present to children who participated in events. (cross country, 5k fun run for children's charity)</p>	<p>PE leads to raise bigger profile of sport/activity/fitness across the school from September. Skipping challenge, display board etc.</p> <p>Order trophies and medals.</p> <p>To host and participate in regular competitive football (inter and intra school competitions)</p> <p>To organise friendly and league matches with other schools.</p>

	<p>children to events at other schools</p> <p>To secure football goals in permanent positions.</p>		<p>Permanent football goals are now in place. Only a few occasions benefited from these due to school closure. (COVID-19) (local football league games, after school club)</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	