



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 **31st 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>Children have been able to access dance and rugby league session with coaches: Dance and drama sessions through NAPA whilst training teachers. Hull FC taught Rugby League sessions across the school. Teachers learnt from professional coaches each week .</p>	<p>Children to compete in competitive sport – HCAT competitions as currently only competing within key stages</p> <p>Children to access a broader range of sports – eg boxing / outdoor adventurous activities as focus last year was dance and rugby</p> <p>Improve outdoor equipment as limited opportunities for children to engage in physical activities during lunch and playtime</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? N.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>	70%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	47%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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?</p>	Yes/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.

Academic Year: 2018/19	Total fund allocated: £	Date Updated:		
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:
				57%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Upgrade playground equipment meaning children will have more engaging activities. Sports leaders / coaches used to encourage physical activity on different zones of playgrounds	KS1 – tyre trail KS2 – fitness equipment PE lead to train some sports/play leaders Work with staff to develop game play with the children Upgrade smaller equipment – eg balls, skipping ropes.	Funding allocated: £9410 £1150	Accident and incident numbers will reduce on playground. Children to be more engaged in physical activity therefore they will be physically active for a sustained period of time.	Laminated sheets for game ideas for tyre trail to continue engagement. Change activities on added zones to the gym – squat zone, jumping jack zone etc. Play leaders to train children in younger years when they are preparing to move to secondary Equipment installed and rota and cleaning rota in place to ensure safe use in line with current risk assessment. Play leaders resources and ‘training’ ready for when required. E.g. children not in bubbles
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
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:
Clubs to run on a lunch or after school to increase physical activity and engagement in sports. Clubs to link to upcoming competitions.	New equipment required Raise profile of PE Teachers supporting with delivery of clubs <ul style="list-style-type: none"> - <u>Autumn</u> Cross country - <u>Spring</u> Netball KS1 multi skills Cricket Football - <u>Summer</u> Netball KS1 multi skills Rounders Football 	£150	Club registers to show percentage increase of the number of children attending after school sports clubs. Increase in numbers leading to increase in physical activity for a sustained period of time. Profile of PE raised as children to be informed clubs will be training for competitions. Children to engage in competitive elements during the clubs. Certificates awarded as appropriate to increase confidence and competitive spirit.	Raised profile of sport meaning more members of staff engaged with clubs. Next year aim to engage further staff and attend more competitions. Run more clubs leading to this. Intra-house cross country competition took place for KS2. Spring clubs in place ready for competitions before school closures. Build on this next year when guidance allows.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
Dedicated online PE syllabus with lessons and reporting tools to support teachers	Purchase iPEP PE lead to be released from class to support as required	£594	Children skills being developed and progression evident across the year groups. Photographic evidence and notes made on online lesson plans show progress the children are making. Children developing the skills to excel in a range of physical activities. PE syllabus to also build in content to teach children how to lead healthy, active lives thinking about the effect exercise has on our bodies.	Take feedback from units – do they all allow for progression – how do they need to be developed. Adapt next years MTP to allow for this to happen. Staff familiar with online syllabus so teaching stronger. Allow time and money for training of any staff new to the school. Upcoming training from curriculum lead in 2021 to support further development of curriculum – use to enhance PE curriculum further
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:

Range of coaches in school to offer children a wider range of sports.	Boxing coach (3 classes – Year 5 x 2 and Year 6)	£525	Use children’s questionnaires to lead the choice of coaches so that children are more engaged. Sports chosen to be new to the children so they are having the opportunity to excel in a broad range of physical activities. Show children where they can experience this out of school so opportunity to also access physical activity out of school.	Teachers to be in the sessions observing and team teaching so that they can teach these skills in the future. Boxing to continue with year 5 children into year 6 so skills can be improved from bronze award to silver award. Look into opportunities of after school club to achieve gold award. Repeat questionnaire, again with new sporting opportunities, for next year. Due to school closures, not all coaching opportunities took place. Use relationships built with coaches to put in place next year, as and when risk assessment allows.
	Outdoor and adventurous activities programme (3 classes - Year 3, Year 3/4 and Year 4)	£900		
	Badminton (3 classes - Year 1, Year1/2 and Year 2) Basic Skills through Badminton (EYFS x 2 classes)	£840		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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:
Access a range of HCAT competitions	Buy t-shirts for school team Transport to competitions and staff cover as required 30th April – KS2 Cricket 19th May - dance competition 24th June - KS2 Rounders Date TBC - Football 2nd July – KS1 multi skills	£350 £450	Children engaged in competitive sports and activities. Children being active for longer periods of time.	Raised profile of sport meaning more members of staff engaged with clubs. Next year aim to engage further staff and attend more competitions. Run more clubs leading to this. Look into entering Hull School Games and developing competition beyond academy level. Show children where the sports can be accessed out of school.