



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Commissioned by  
**Department for Education**

Created by



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SPORT  
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Whole school staff swimming training impacted on quality of provision for swimming across all classes</li> <li>• All Year 4 children were able to access the Sport Partnership's Mini Olympics</li> <li>• Children in Year 2, 3, 4, 5 and 6 accessed inter-school competitions and events</li> <li>• Children in the school's Tag Rugby and Football teams benefited from local tournaments</li> <li>• These teams and other interested children received specialist coaching funded by the Sport Premium</li> <li>• All staff developed PE teaching skills through 1-1 support of a specialist PE teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to improve physical activity and engagement at playtimes as some children do not engage with highly active play</li> <li>• Continue to improve the quality of PE teaching in a broader range of areas</li> <li>• Improving the performance of school teams in order to motivate others to take part</li> <li>• Develop the range of sports undertaken competitively beyond football, rugby and netball</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	100%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	88%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	N/A
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

## 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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £16,850 (estimated)		Date Updated: 27 September 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 children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					36%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> <li>Increasing the amount of physical activity at break and lunchtime – supporting more children to reach the recommended 30 minutes daily</li> </ul>	<ul style="list-style-type: none"> <li>Provide equipment to support more physical play at break and lunchtimes</li> <li>Provide training for Play Leaders in school to increase the amount of physical activity</li> <li>Provide team building activities to improve the way in which children play together</li> <li>Provide training to midday staff</li> </ul>	£1,000  £160  £280  £200	Play leaders and equipment were in place for the Autumn and Spring Terms 2019/20 and these regularly engaged 10-15 pupils at lunchtimes in active games.	The impact of this strand was impacted by school closures from March 2020, but evidence from before this point show that this is an effective way of engaging younger pupils in physical play at lunchtimes.  Next steps: Whilst many of our older pupils become play leaders, the range of games motivates younger pupils in the school only. Finding ways to engage with older children would be a priority going forward.	
<ul style="list-style-type: none"> <li>Improve the emotional wellbeing of pupils so that they are more ready to take part in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Provide 1-1 therapy for specific pupils who are unable to access education and sport due to poor mental health</li> </ul>	£3,720	This funding has provided opportunities for 7 pupils to access therapeutic support. The analysis of pre and post-intervention SDQs shows improvements in their mental wellbeing. Most provision was able to continue during school closures where children remained in school.	This provision is having a positive impact on pupils in the school and is sustainable under this model.  Additional hours will be available next year which have been paid for this.	
<ul style="list-style-type: none"> <li>Improve the engagement in physical activity during the school day</li> </ul>	<ul style="list-style-type: none"> <li>Provide staff and families access to 5-a-day fitness</li> </ul>	£500	This provision has come into its own when schools closed in March 2020. Where pupils were in school,	This should continue as restrictions will be in place for the 2021-2021 school year and the	

			<p>teachers were able to make use of this resource to build physical activity into the school day, as children's movement around the classroom and school had been limited by Covid restrictions. Families at home were able to access this resource to support physical activity whilst home-schooling.</p> <p>Whilst children did return to school in September 2020 with generally reduced fitness, only a very small proportion of children in the school had had a significant deterioration in health during closures.</p>	<p>future is somewhat uncertain.</p>
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<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				9%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Improve outcomes for school teams and competitions to motivate more pupils to engage with high quality sport</li> <li>See also Key Indicators 3, 4 &amp; 5</li> </ul>	<ul style="list-style-type: none"> <li>Provide high quality after-school coaching to teams and others</li> <li>Provide access to disability sports workshop to motivate all pupils in a different range of sports.</li> </ul>	<p>£1,200</p> <p>£300</p>	<p>The disability sport workshop was well received by pupils and was of high quality.</p> <p>Access to coaching was limited by school closures, particularly as this hit as we approached the summer.</p>	<p>The disability sports workshops would be worth repeating in future years. Also, developing access to other sporting opportunities needs further exploration.</p> <p>We will carry forward £1,000 of this money into the 2020-21 school year.</p>
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				37%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Improve the quality of PE teaching in the school so that more children have the opportunity to take part in high quality PE and sport. This is a particular focus for new teachers and teachers new to year group</li> </ul>	<ul style="list-style-type: none"> <li>Support of Primary PE Specialist weekly working with two classes each half-term to develop teaching practice of staff</li> <li>Whole-School twilight training on issues identified throughout the year</li> </ul>	<p>£5,780</p> <p>£440</p>	<p>Our specialist PE teacher worked with all members of staff over the Autumn and Spring Terms, before school closed. This has develop the confidence of staff to teach PE yet further.</p> <p>When schools closed the teacher provided activities and “competitions” to keep children engaged at home and these contributed to the higher than anticipated levels of fitness in children returning to school.</p>	<p>This should continue into the new year.</p> <p>We shall carry forward £440 in twilight sessions which were unable to take place due to school closures.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Ensure the PE curriculum covers a broad range of sports across all year groups so that children experience more sports than currently</li> </ul>	<ul style="list-style-type: none"> <li>Provide balanceability to Year R pupils during the school year</li> <li>Provide Pilates to a small group of children</li> <li>Provide Dodgeball and Multisports clubs</li> </ul>	<p>£250</p> <p>£200</p>	<p>All reception-aged pupils took part in balanceability and completed this successfully.</p> <p>Pilates was well received by children at Key Stage 2 and this engaged a disproportionately high number of girls in the activity.</p> <p>Dodgeball and multisports proved to be very popular before-school clubs.</p>	<p>We would like to expand this provision into the new year with a greater range of clubs across a number of different sports.</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Increase the number of children taking part in competitive sporting activities, particularly girls.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Sports Partnership programme of competitions opportunities for competitive sport</li> <li>Maintain the school minibus so that more children can get easy access to competitions</li> </ul>	<p>£900</p> <p>£1,500</p>	<p>Many competitions were cancelled in the 2019-20 school year due to restrictions in place due to Covid. However, the sports partnership did provide some remote activities for pupils which took place in school (where children were on site) or at home.</p> <p>The school minibus received little use, but needed to be maintained for future.</p>	<p>The competitions programme is an important part of the sporting year and so should continue next year in whatever form is possible.</p> <p>We shall continue to maintain the minibus, though there may still be restrictions on use.</p>
Contingency		£420		This should be carried forward to the new school year.