

# 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.

Please note: This is a working document and will be developed/added to throughout the year.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>100% of Year 6s able to perform safe self-rescue in different water-based situations.</p> <p>Installed new equipment – basketball hoop, traverse wall.</p> <p>Using experience coaches to develop pupil and staff skills in hockey and cricket.</p> <p>Extended range of activities offered.</p>	<p>Develop curriculum map</p> <p>Catching up on swimming lessons missed – bridging the gaps.</p> <p>Increase ability to use outside environment for well-being.</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>	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £17100		Date Updated:25/11/20	
<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:
					%
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:	
1.1 Children should do the 'mile a day' challenge.	<ul style="list-style-type: none"> <li>Paint 'mile a day' track around the outside of the playground.</li> <li>Create a timetable for each class for them to record the number of miles they do in a day.</li> <li>Every class to allocate time in the school day to do the mile.</li> </ul>		Increased stamina and fitness	Continue next year.	
1.2 Children to do Jump Start Jonny on a regular basis	<ul style="list-style-type: none"> <li>Every class to timetable 3 x 10 minutes a week to do JSJ.</li> <li>Use extra resources to encourage participation (certificates).</li> </ul>	£120	Increase stamina, increases concentration, children less out of breath and can take part for longer.	Continue next year.	
1.3 Increase participation in sports at playtimes.	<ul style="list-style-type: none"> <li>Premier Sports come in 2 x a week to play different sports – lacrosse, basketball, football.</li> <li>Sports Leaders to run games at playtimes (towards passport times).</li> </ul>	£ 1540	Good take up for basketball. Children had enthusiasm for playing. Continued to play at break times independently.	Buy basketball hoop and more basketballs.	

<p>1.4 Improve concentration and activity levels in lessons.</p> <p>1.5 Pupils should know about health benefits of doing exercise and the consequence of not</p>	<ul style="list-style-type: none"> <li>• Basketball hoop and other resources purchased.</li> <li>• Install climbing/traverse wall onto playing field</li> <li>• Repairs to adventure playground</li> </ul> <p>Implement active lessons when possible e.g. doubling – by throwing large dice outside. Using chalk to write times tables, column addition, directions, measuring, RE – nature walk, Literacy – Leafman, science – growing things</p> <p>In PE and science lessons, conduct age appropriate lessons which highlight the importance of an active lifestyle. Purchase of pulse monitors. Healthy Living Days to be arranged.</p>	<p>£320</p> <p>£750</p> <p>£758</p>	<p>See above</p> <p>To aid gross motor skills – leading to development of fine motor skills.</p> <p>Has improved concentration and to meet Government Guidelines of 30 minutes a day.</p> <p>Children now know, lessons outside actively encouraged.</p>	
<p><b>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 style="text-align: center;">%</p>
<p style="text-align: center;"><b>Intent</b></p>	<p style="text-align: center;"><b>Implementation</b></p>		<p style="text-align: center;"><b>Impact</b></p>	
<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>

Children to increase skills in hockey. Encourage children to play hockey outside of school.	<ul style="list-style-type: none"> <li>Hockey Coach coming in for 6 week block with Y5/6. 5<sup>th</sup> week- attend Magpies – local hockey club.</li> <li>After school club – 6 weeks. Repeating in the summer term for Y3/4</li> </ul>	Free £384	Children visited Magpies Hockey Club to play hockey on a professional hockey facility.	Soon as possible will have further involvement – lockdown preventing this at present.
Increase children's skills in playing cricket.	Chance to Shine coming into school to teach skills x 5 weeks. All classes form Year 1 upwards to receive coaching x 2	Free	Increased skills in Cricket	Have signed up for further sessions.
To increase children's skills and safety in cycling	Bikability for year 5 and 6 and those who did not pass last year.	Free	Children safer when riding bicycles to school.	
Increase children's skills in tennis	Heywood Club to offer padel tennis sessions in Spring/Summer term		Due to Covid 19 Lockdown we were unable to offer these sessions.	
Ensure all children in can swim 25 metres by the time they reach Year 6	Swimming sessions booked at Diss Swimming pool.  Children from Year 3 upwards go to swimming lessons	£804	Increased skills of children not yet completing 25metres.	
For children to learn additional PE skills	School Sports Partnership Coordinator comes into school.	£235		
For Year 5 pupils to receive training to become sports leaders	Schools Sports Co-ordinator comes into school to provide training.		Increased confidence. Further engagement in sport.	Wasn't able to complete due to Covid.
Staffing costs for Sports Leader and Forest School Leader		£5531	Ability to organise and run quality sessions.	Staffing costs budgeted for

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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:
To increase staff confidence in teaching hockey.	Youth Development Coach providing training.	Free	See above	
To increase staff confidence and skills in cricket.	Chance to Shine providing training	Free		
To increase staff skills in teaching padel tennis	Heywood Club providing training	Free		
To provide support for teachers in PE lessons.	Sports Partnership Leader comes in to provide support and/or coaching.			
For Sports leader to keep up to date with current best practice	Attend best practice meetings through St Benets MAT Attend Sports Cluster meetings			
For sports leader to develop skills in gymnastics	Attend gymnastics training through St Benets MAT			
Subscription to PE Hub	To raise staff confidence and skills.	£355	Staff feel more confident in teaching.	Build curriculum map
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>As above re lunchtime clubs.</p> <p>To increase children's skills in a range of sports.</p>	<ul style="list-style-type: none"> <li>• Dodgeball after school club</li> <li>• Netball after school club</li> <li>• Multi sports after school club</li> <li>• Street dance after school club</li> <li>• Hockey after school club</li> <li>• Gymnastics after school club</li> </ul>	£1200	<p>After school clubs open to all. Gave variety of clubs to increase take up of clubs outside of school.</p> <p>Children skills.extended</p>	Will continue with this when Covid safe.

Key indicator 5: Increased participation in competitive 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:
Children to take part in competitive sports through School Sports Partnership.	- take part in competitive events in: Cross Country Tag Rugby Hockey KS1 Dance Festival Netball Cricket Rounders KS1 multi sports	£139	Increased skills, play with other children from different schools. Represent South Norfolk. Provides recognition for those children excelling outside of academic ability.	All been running virtually.

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