

# 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 **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><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	
<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>
<p>Employment of a PE specialist to plan and deliver high quality PE lessons that cover all areas of the curriculum for every year group to improve quality of PE throughout school, working alongside class teachers and teaching assistants.</p> <p>Adopt new planning system to ensure full coverage, especially in Dance.</p> <p>Improve levels of fitness in all children by increasing amount of physical activity during lesson times</p> <p>PE lead attend Notts Annual Sports Conference</p>	<p>Sports coach to mentor and lead demonstration lessons using new planning and assessment tools.</p> <p>CPD for staff and time in staff meetings.</p> <p>PE lead set up, develop and use new planning file and assessment tools using Twinkl Move PE resources to support whole school curriculum coverage and accurate assessment.</p> <p>PE lead deliver staff meeting on new PE curriculum and assessment tools.</p> <p>Design a system for assessing fitness levels of pupils at beginning of school year to enable progress to be shown when reassessed at the end of term. Use assessment to establish target groups and set SMART targets.</p> <p>Attend course and network with other local PE leads.</p> <p>Develop links and communications with</p>	<p>£12000</p>	<p>High quality teaching and learning observed in PE lessons.</p> <p>New planning/ assessment file used by all staff to inform on PE.</p> <p>Children’s fitness record sheets and targets show improved fitness.</p>	

PE lead to promote walk to school week and celebrate children who take part successfully.	parents about getting children more active on the way to school.			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<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:
Increase the amount of time children are active during the school day.  Encourage children to take on leadership roles, The Smile Team, who support physical activity at lunch and playtimes.	Provide <b>resources</b> and <b>ideas</b> for staff to encourage: Whole school active PSHE for 20 minutes on a Monday morning working on mental health and well being including: Active brain breaks between sessions, active assemblies, active English and Maths.  Set up, develop and train Year 2 smile team leaders and lunchtime supervisors who can then model, demonstrate and lead sport and games using new playground equipment.	£1000	Learning walks show evidence of increased activity around school. Teachers planning shows evidence of increases activity.  Supermovers Go Noodle Active kids youtube videos Children in Need Active Day video with Jo Wicks.	

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:
CPD release time for staff to work alongside sports coach and develop skills and knowledge of teaching PE effectively.	Staff questionnaire to establish areas for development/ areas where staff lack confidence.  PE lead to organise demonstration lessons by sports coach focused on areas of weakness for each member of staff.  Staff to evaluate lesson and feedback on any increased levels of confidence.	£1200	Questionnaires  Lesson observations  Lesson evaluations and future planning showing impact of demonstration lessons.	
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:
Increase the range of sports clubs on offer at school, particularly for girls.	Start a girls football club on a Thursday lunchtime with parent coach.  Set up gardening club using parent helper and make available to every year group.  JP to run lunch time club twice a week to develop fine and gross motor skills in F2.	£2500	Club shows more girls are partaking in sport.  Targeted groups and vulnerable children show improvements in well being and concentration levels. Improved fine and gross motor skills in F2 target groups across all areas of	

	<p>TA to run funfit £10 with targeted children.</p> <p>TA to run after school sports club.</p> <p>JC to run <u>active</u> nurture and intervention sessions increasing level of activity for those children, including PP.</p>		<p>curriculum.</p> <p>Enjoyment of learning and level of engagement increased for target groups.</p>	
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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:
Promote competitive sports day.  Include further competition during PE lessons.  Increase level of competitive sport available to children.  Introduce the idea of intra school competition  Kick Sport Competition	Teach children in PE lessons how to compete on sports day and how to earn points for their team.  Make competitive matches a more regular part of PE lessons. Adapt planning to include this.  Hold competitive sports matches during clubs and possibly after school.  Set up a small sports competition within school (dodgeball?)  Take part in the Kick Sport Shoot out Fundraising Competition.	£490	Children demonstrate the ability to compete on sports day and accept results whether win or lose.  Children are more aware of how to compete in a sporting manner showing respect for their opponents.  Children enjoy playing against each other and demonstrate positive, encouraging behaviour when supporting their peers.  Children understand that through being active they can enjoy competition and support a good cause at the same time.	

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

Created by:  association for Physical Education  YOUTH SPORT TRUST

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