

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
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Created by:  Association for Physical Education  YOUTH SPORT TRUST

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More often

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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Throughout this year we have had a YSSN specialist coach working in school 1 day a week. He has been able to provide weekly teaching, mentoring and clubs which has benefited both the children and staff in school.</li> <li>- Our 2 NQTs have had support in their delivery of PE and other staff have had opportunities to work alongside the specialist to observe, plan and deliver high quality PE lessons.</li> <li>- As a school we have provided a range of extra-curricular clubs which have stemmed from the children's interests and also engaged them in new and exciting sports.</li> <li>- We have taken part in many competitions within the partnership when children have competed and represented the school with confidence.</li> <li>- We have increased the children's leadership within school with sports leaders and sports councillors who take an active role in increasing a love of sport and physical activity throughout school.</li> <li>- Our Y5 children have taken on a 'daily mile' challenge of running the distance of York to the 2020 Tokyo Olympics and until the end of Spring term they were well on track to getting there (5,814 miles!).</li> <li>- We have welcomed specialist coaches into school and have particularly enjoyed taking part in the skip and box2bfit challenges and have continued to use Dave's messages of 'be the best you can be' throughout our everyday teaching.</li> <li>- Our Y5 girls have become Girls Active Leaders and have felt inspired as young girls in sport through the Youth Sport Trust Programme.</li> <li>- Our swimming provisions enable Y3 children to access a block of swimming lessons throughout the year, as well as Y4 children who did not meet national standards last year.</li> <li>- We have created home kit packs which encourage families to be active at home together.</li> </ul>	<ul style="list-style-type: none"> <li>- We will continue to use the Girls Active programme by the Youth Sport Trust Girls to engage more and more girls in competition and confidence to represent our school.</li> <li>- We will continue to make more links within our community clubs.</li> <li>- Staff will begin to feel more confident in the assessment of PE and will have a clear long term plan to follow.</li> <li>- Staff will begin to look at the possibility of a daily 5minute active start to the day after trialling this with Y5 throughout the 19/20 academic year.</li> <li>- Continue to use KOBOCA to survey different areas of PESSPA throughout the year.</li> </ul>



## 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: £		Date Updated: June 2020	
<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		
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:	
<ul style="list-style-type: none"> <li>- Continue to improve physical activity levels and participation amongst girls within KS2 (as identified and began to focus on last academic year).</li> </ul>	Use last years 'Girls Active Ambassadors' as mentors for other girls within KS2. Use their knowledge from last years course to help implement activities and strategies in school to engage more of their peers in sport. Also enable these mentors to 'train up' new ambassadors within summer term so the legacy can be continued once they leave St. Oswald's.				
<ul style="list-style-type: none"> <li>- Continue to improve physical activity levels amongst the least active children – a new group to be identified from last year. Engage them in meaningful activities which increase their confidence within sport.</li> </ul>	Invite a new group of least active children to join a lunch time change4life club and bring a friend along where they can try new skills and sports without the pressure of being in a large group. Engage them in new and unconventional sports and activities.				

- Create some type of playground equipment boxes that are equipped with items that children can use independently whilst on the playground/field so they are actively choosing to be active.	Boxes with age appropriate equipment that needs minimal adult intervention/instruction for set up/use/monitoring.	Cost of resources		
- Increase independent activity over lunchtime. Enable older children to facilitate games and activities with the younger children.	Recruit Y6 Sports Leaders and enable them to work with YSSN specialist to mentor the youngest children in school and engage them in exciting activities to get them active over lunchtime.			

<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:
- Engage parents in physical activity along with their children. Children seeing their parent take part in sport may encourage the least active.	Hold once termly events/after school sessions where parents can come into school and enjoy some type of physical activity with their children.			

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</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:
- Use vocabulary cards throughout school so that all staff are knowledgeable about the words they should be using and exposing the children to within each unit of learning.	Create a clear vocabulary progression document where staff have vocabulary focuses for their year group, but also for previous and future year groups so that they can see what the children have learnt and will be learning in the future.			
- Ensure that staff are supported in the assessment of PE by using a whole school approach to skills progression and end of year assessment.	Create and use assessment grids and statements that are easy to follow and use consistently throughout school.			
- Use a long term plan so that the PE lead knows what sports/skills are being delivered in each phase. Also to enable staff to clearly plan for following units and ask for help/resources in time.	Ensure all staff are confident and familiar in using the long term plan/progression documents to help them plan/prepare and deliver their PE sessions.			

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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	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:



through practice:				

<b>Key indicator 5: Increased participation in competitive sport</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:
<ul style="list-style-type: none"> <li>- Engage parents in physical activity along with their children. Children seeing their parent take part in sport may encourage the least active and may also bring out a competitive nature within families during sports days – hopefully having a lasting impact.</li> </ul>	Hold once termly events (winter sports day/summer games/family skip/box2bfit) and after school sessions where parents can come into school and enjoy some type of physical activity with their children.			

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/ <b>No</b>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Chloe Bell - c.Bell
Date:	June 2020 (Sports Premium Planning) ----- (Sports Premium review).
Governor:	
Date:	

