

# 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](#) 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>• Employment of a Specialist PE teaching assistant to deliver quality PE sessions and support staff in delivery of lessons.</li> <li>• Strong leaderships, shared vision with the PE teaching assistant</li> <li>• To organise clubs for children to attend after school in a variety of areas of sport.</li> <li>• Raise children's self-esteem. Increase children's fitness and health and self-esteem. Encourage competitive sport by attending a number of cluster tournaments.</li> <li>• Organising the opportunity for CPD for all staff using an orienteering map which we have bought into school this year.</li> <li>• Most classes taking part in active 15 every day to encourage regular physical exercise and children understanding the benefits of doing so.</li> <li>• Working with the community – local high school partnership is very strong and they offer their specialist PE teachers as part of CPD throughout the academic year</li> <li>• Wider range of extra-curricular opportunities are now provided at KS1 and KS2 following pupil voice surveys</li> <li>• Staff confidence in delivering of curricular PE as a result of team teaching with PE specialist.</li> <li>• Raised profile of PE through whole school initiatives</li> <li>• Introduction of sports leaders at lunchtime</li> <li>• Inter-sport competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Increase participation of KS1 in competitive sporting events</li> <li>• Further targeted CPD in areas defined by staff survey.</li> <li>• Targeted activities at lunchtime for those pupils less engaged in physical activity.</li> <li>• Continue to develop the role of sports leaders</li> <li>• Continue the development of inter-school house competitions</li> <li>• Ensure ALL classes take part in active 15</li> <li>• Regularly monitor and audit the quality of teaching and learning in PE.</li> <li>• Continue to monitor the number of pupil premium attending after school clubs to ensure disadvantaged pupils are encouraged to stay for extra curricula clubs or competitions.</li> <li>• Development of the outside playground</li> </ul>

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>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>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?</p>	Yes/No



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>• To use sports to develop growth mind-set, social and emotional skills</li> <li>• To improve participation of sport</li> <li>• To form links with other JMAT schools</li> <li>• To use sport to motivate and engage learners and inspire to write text linked to sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a sports leaders in bubbles</li> <li>• KS2 Run inter sport competitions</li> <li>• Attend virtual competitions within school</li> <li>• Rotherham United Visit/Via Zoom</li> </ul>	<p>£200</p> <p>£100</p>		

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:
<ul style="list-style-type: none"> <li>To improve the planning, teaching and assessment of PE lessons in school.</li> <li>To audit resources, maintain equipment and purchase new resources if required.</li> </ul>	PE Specialist working in school.  PE Lead to work with JMAT PE specialist to conduct observations with staff.  Purchase new equipment following an audit of resources.	£2285  £620  £800		
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:
Additional achievements: <ul style="list-style-type: none"> <li>Increased participation in physical activities</li> <li>Broader range of participation in clubs (Covid19 dependent)</li> </ul>	Staff to participate in games through lunch time and break times using the new playground equipment (Clubs currently not running due to Covid19)	See key indicator 1 cost of playground equipment £450		

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:
<ul style="list-style-type: none"> <li>Increased participation in competitive school sports (focus on KS1).</li> <li>Increased number of disadvantaged children competing in schools' sports.</li> </ul>	<ul style="list-style-type: none"> <li>After school competitive sport through School Games &amp; JMAT (in school due to Covid 19)</li> <li>Disadvantaged pupils given opportunity to take part in each competition</li> </ul>	£200		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Miss Jade May
Date:	14/09/2020
Governor:	
Date:	