

# 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.

Key achievements to date until July 2020	Areas for further improvement and baseline evidence of need:
<p>1. <u>The Engagement of all pupils in regular activity.</u></p> <ul style="list-style-type: none"> <li>The outside gym was installed over the summer and was in use throughout the day.</li> <li>All classes have 2 hours of PE curriculum time each week.</li> <li>All classes have built physical activity into their days by completing the daily mile.</li> <li>Lunchtimes were reorganised with a new play leader. Areas were zoned and more equipment was provided.</li> <li>Some staff built more physical activity breaks into their days by including Jump Start Johnny and Go noodle.</li> </ul> <p>2. <u>The profile of PE and Sport being raised across the school as a tool for whole school improvements</u></p> <ul style="list-style-type: none"> <li>Staff were reminded at the beginning of the year to continue to implement the Daily mile as it had shown good results</li> </ul> <p>3. <u>3.Increased confidence, knowledge and skills of all staff in teaching PE and sport.</u></p> <ul style="list-style-type: none"> <li>Year 6 were given improved plans for Rugby and Golf</li> <li>Year 5 were given improved plans for Hockey.</li> <li>Staff were asked to complete a questionnaire to assess their confidence levels in the topics they were being asked to teach and to ascertain if they needed improved plans or any training</li> </ul> <p>4. <u>Broader experience of a range of sports and activities offered to all pupils.</u></p> <ul style="list-style-type: none"> <li>A range of after school clubs run by premier sport were available throughout the year until school closure in March 2020 due to the coronavirus.</li> </ul> <p>5. <u>Increase participation in competitive sports</u>  The boys football team took part in some league matches.  The girls football team took part in festivals</p>	<p>1.<u>The Engagement of all pupils in regular activity</u></p> <ul style="list-style-type: none"> <li>To remind staff of the benefits of the daily mile and other activity breaks and to monitor their use.</li> </ul> <p>2. <u>The profile of PE and Sport being raised across the school as a tool for whole school improvements</u></p> <ul style="list-style-type: none"> <li>PE noticeboard showing events and achievements.</li> </ul> <p>3.<u>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</u></p> <ul style="list-style-type: none"> <li>Check that all staff are confident in teaching physical activity/PE within a Covid secure environment</li> </ul> <p>4.<u>Broader experience of a range of sports and activities offered to all pupils.</u></p> <ul style="list-style-type: none"> <li>Need to access a variety of competitions and festivals not just football</li> </ul> <p>5.<u>Increase participation in competitive sports</u></p> <ul style="list-style-type: none"> <li>Develop more inter school competitions</li> <li>Develop more intra competitions</li> </ul> <p>All these areas for improvement are subjected to what activities are allowed in relation to Covid 19 and safety measures.</p>

Meeting national curriculum requirements for swimming and water safety. Our year 3's go swimming	
What percentage of your current Year 3 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.	Swimming was stopped in March 2020 due to the coronavirus, therefore there is no data
What percentage of your current Year 3 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Swimming was stopped in March 2020 due to the coronavirus, therefore there is no data
What percentage of your current Year 3 cohort perform safe self-rescue in different water-based situations?	Swimming was stopped in March 2020 due to the coronavirus, therefore there is no data.
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. We were intending to put on additional lessons for any Year 6 who hadn't achieved the recommended levels, however swimming was suspended in march due to the Coronavirus

## 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: £ 19689.95	Date Updated: July 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 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:
<ul style="list-style-type: none"> <li>Continue with the Daily Mile and other physical activity breaks due to the success of last year's Active schools programme. This is so that the children know and understand the importance of a healthy/active lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>All staff were reminded in September to continue with the daily mile and other physical activity breaks as the Active school's programme showed improved fitness levels but as a school we have more work to do on this.</li> </ul>	No cost	<ul style="list-style-type: none"> <li>Some pupils inspired and motivated to enjoy taking part in physical activity and remind the teachers to do the daily mile.</li> <li>Staff feel the benefit of the daily mile for their own fitness and mental health</li> </ul>	<ul style="list-style-type: none"> <li>All staff will continue to include the daily mile and physical activity breaks into their timetables.</li> <li>To improve healthy lifestyles for our children they will be encouraged to track their improvement during the daily mile and introduce a competitive element to it.</li> </ul>

<ul style="list-style-type: none"> <li>Continued employment of a premier sport coach alongside a new player leader and the lunchtime supervisors to ensure that the children are active and occupied at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>All lunchtime staff received training from the SSP to improve their confidence, knowledge and skills in providing an active lunchtime for all our children.</li> </ul>	<p>£150.00 (training)</p> <p>£4292.00</p>	<ul style="list-style-type: none"> <li>Lunchtimes are much more active and the children are all occupied.</li> <li>Behaviour is greatly improved as all the children are occupied.</li> </ul>	<ul style="list-style-type: none"> <li>To continue throughout academic year 2020-2021 with play leader and lunchtime supervisors providing active lunchtimes. Also Premiers sport coach providing additional support with physical activity/well being.</li> </ul>
<ul style="list-style-type: none"> <li>Playground zones and the purchase of new equipment to enable the children to be more active and occupied at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>The new play leader implemented zones on the playground and field so that the children had a range of activities available to them.</li> <li>New equipment was purchased for the children to use at lunchtime.</li> </ul>	<p>£500.00</p>	<ul style="list-style-type: none"> <li>The children are more occupied and happier at lunchtimes as there is more for them to do.</li> </ul>	
<ul style="list-style-type: none"> <li>Character Building Roadshow for all the children in the school. (OAA activities)</li> </ul>	<ul style="list-style-type: none"> <li>All children took part in OAA activities throughout the day as character building activities for them and CPD for the staff</li> </ul>	<p>£150.00</p>	<ul style="list-style-type: none"> <li>The children were all active and enjoyed themselves. The staff learnt some new activities to use in their future planning</li> </ul>	<ul style="list-style-type: none"> <li>To continue keeping the children physically occupied during lunchtimes. The activities available to them will need to be Covid secure within government guidelines.</li> </ul>
<ul style="list-style-type: none"> <li>Move &amp; Learn sessions as part of DCCT membership</li> </ul>	<ul style="list-style-type: none"> <li>This didn't happen due to Covid 19.</li> </ul>	<p>No cost</p>	<ul style="list-style-type: none"> <li>Unfortunately, didn't happen due to Covid 19</li> </ul>	<ul style="list-style-type: none"> <li>Staff will be able to use new activities they were shown in their future lessons.</li> </ul>

<ul style="list-style-type: none"> <li>• Include all children in Sports days</li> <li>• Employment of a Premier Sport coach to cover break and lunchtimes from March to July during Covid 19 key worker/year 6 opening</li> </ul>	<ul style="list-style-type: none"> <li>• These didn't happen due to Covid 19</li> <li>• A premier sport coach was on site to work with the children at breaks and lunchtimes during the period of restricted opening due to Covid 19</li> </ul>	<p>No cost</p> <p>£6660.00</p>	<ul style="list-style-type: none"> <li>• Unfortunately, didn't happen due to Covid 19</li> <li>• This was great for the children that were in school to give them some socially distanced activities to keep them fit and healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Renew DCCT membership and set up dates for sessions in new academic year</li> <li>• Plan dates and activities for next academic year sports days.</li> <li>• A coach will be employed to assist with staggered lunchtimes starting in September 2020 (using carried forward money) This will be to improve the general fitness of our children.</li> </ul>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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>P.E lead to attend SSP briefing sessions.</p> <p>P.E lead to attend SSP Ofsted Deep Dive session.</p> <ul style="list-style-type: none"> <li>Share SSP termly reports with SLT and on the website to demonstrate the value school places on PE, Sport and Physical Activity and to celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>P.E lead attended all of the SSP briefings and relayed the information given to the SLT.</li> <li>P.E lead attended the meeting via Zoom to gain an insight into the questions asked if PE was an area Ofsted did a deep dive off.</li> <li>Share termly reports with SLT and governors.</li> <li>Share termly reports on the school's website.</li> <li>Review termly reports to build on success and participation</li> </ul>	<p>Part of £1500 SSP membership Supply</p> <p>Part of £1500 SSP membership</p> <p>Paid for as part of SSP membership</p>	<ul style="list-style-type: none"> <li>Keeps P.E lead and SLT up to date with current information regarding Sport and Physical activity.</li> <li>Enabled PE lead to prepare folder and relevant information required if PE receives an Ofsted deep dive inspection</li> <li>Shows levels of participation in SSP activities</li> </ul>	<ul style="list-style-type: none"> <li>Continue being a member of the Derby City SSP</li> <li>Maintain up to date information in PE folder</li> <li>Can use the report data to inform future planning/areas of development</li> <li>Continue to affiliate to the SSP</li> </ul>

<ul style="list-style-type: none"> <li>Happy Hour staff meeting – staff well being</li> </ul>	<ul style="list-style-type: none"> <li>The SSP taught staff relaxation techniques and stretching exercises to help them with their mental and physical well being</li> </ul>	£75.00	<ul style="list-style-type: none"> <li>The staff stated how much more relaxed they felt when they went home that day after carrying out stretching/relaxing exercises</li> </ul>	<ul style="list-style-type: none"> <li>Plan some more activities to help with staff wellbeing in the future.</li> </ul>
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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:
<ul style="list-style-type: none"> <li>New play leader and lunchtime supervisors to receive training to improve their confidence/knowledge and skills in active lunchtimes.</li> <li>To make lunchtimes a more active/pleasurable part of the school day in order to help with the physical and mental wellbeing of our children. Also to keep children occupied to assist with behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>The SSP came in and all lunchtime staff received active lunchtime training</li> <li>The playground and field was made into zones with a specific activity in each and more equipment was purchased to ensure the children were fully occupied and active during lunchtimes.</li> </ul>	<p>£150.00 (this costed already stated)</p> <p>£500.00 (This cost already stated)</p>	<ul style="list-style-type: none"> <li>Staff are more confident</li> <li>Lunchtimes are a hive of activity.</li> <li>All children have the opportunity to be active and occupied at lunchtime.</li> <li>A variety of equipment available for the children</li> <li>Plenty of equipment available</li> <li>A more positive feel about lunchtimes from both the children and the lunchtimes staff.</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime staff will continue to provided active lunchtimes for the children.</li> <li>Equipment will be replenished as required in order to maintain a range of activities for the children.</li> </ul>

<ul style="list-style-type: none"> <li>The staff will complete a questionnaire to check if they require any support/CPD with planning and delivering the PE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>All staff completed questionnaires. Some staff required more specific plans in order to move from general skills to skill specific to a sport such as Hockey, Rugby, Golf and Table Tennis,</li> </ul>	No cost	<ul style="list-style-type: none"> <li>Staff used the more sport specific plans which include youtube clips and reviewing from previous lessons. They reported back that their lessons were of a better quality and that they felt much more confident in their delivery</li> </ul>	<ul style="list-style-type: none"> <li>To continue using these plans and to develop other areas of planning if requested by staff.</li> <li>To repeat staff questionnaires to monitor their confidence levels.</li> <li>To complete observations to monitor use of these plans and to offer support to any staff that require any</li> </ul>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Additional achievements:</p> <ul style="list-style-type: none"> <li>The boys football team take part in the football league and tournaments to give pupils the opportunity to compete against other schools</li> <li>The girls football team take part in some tournaments and fixtures.</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>Attend football fixtures</li> <li>Arrange transport and staffing cover.</li> <li>The girls attended a football tournament.</li> </ul>	<p>Funding allocated:</p> <p>No cost</p> <p>£67.00</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>Boys have the opportunity to play competitive football against other schools</li> <li>Not many games were played as Covid 19 halted the league</li> <li>The girls had the experience of playing in a tournament against several other teams</li> <li>Friendly fixtures with other schools didn't happen due to Covid 19</li> </ul>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>Take part in the football league and tournaments again to give the boys opportunities to play competitive football against other teams. If Covid 19 restrictions allow</li> <li>To continue having a girls team who will get to play in tournaments and friendly fixtures if Covid 19 restrictions allow</li> </ul>

<ul style="list-style-type: none"> <li>Organise a range of after school clubs for the children to attend. This will be ran by premier sport.</li> <li>PGL (year 6) Giving the children the opportunity to stay away from home and to try a range of OAA activities</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with premier sport to put together a timetable of activities for the academic year.</li> <li>Book venue</li> <li>Organise transport and timetable of activities.</li> <li>Organise staffing.</li> </ul> <p>Unfortunately, didn't happen due to Covid 19</p>	No cost the children pay	<ul style="list-style-type: none"> <li>Children have the opportunity to try a range of new activities.</li> <li>Children may pursue a new activity further.</li> </ul>	<ul style="list-style-type: none"> <li>Continue having a range of after school clubs throughout the year ran by premier sport if Covid 19 restrictions allow</li> </ul>
<ul style="list-style-type: none"> <li>Bikeability – Children in year 5 have the opportunity to learn to ride a bike and how to ride safely on the road.</li> </ul>	<ul style="list-style-type: none"> <li>Book sessions with Cycle Derby</li> </ul> <p>Unfortunately, didn't happen due to Covid 19</p>	Children pay	<ul style="list-style-type: none"> <li>Pupils are inspired and motivated to try new activities</li> <li>Pupils gain confidence and resilience</li> <li>Pupils gain independence staying away from home</li> </ul>	<ul style="list-style-type: none"> <li>Repeat annually if Covid 19 restrictions allow</li> </ul>
<ul style="list-style-type: none"> <li>Rammies Olympics</li> </ul>	<ul style="list-style-type: none"> <li>Book the SSP to deliver a Rammies Olympics day to all the children</li> </ul>	City funded	<ul style="list-style-type: none"> <li>All children learn to ride a bike</li> <li>All children learn to ride safely on the road</li> </ul>	<ul style="list-style-type: none"> <li>Repeat annually if Covid 19 restrictions allow.</li> </ul>
<ul style="list-style-type: none"> <li>Healthy body, Healthy mind day</li> </ul>	<ul style="list-style-type: none"> <li>Book the SSP to deliver a healthy body/healthy mind day to the whole school</li> </ul>	£150 (didn't happen)	<ul style="list-style-type: none"> <li>Didn't happen due to Covid 19</li> </ul>	<ul style="list-style-type: none"> <li>Reschedule an Olympic day in summer 2011</li> </ul>
		£150 (didn't happen)	<ul style="list-style-type: none"> <li>Didn't happen due to Covid 19</li> </ul>	<ul style="list-style-type: none"> <li>Reschedule a wellbeing activity for academic year 2020/2021</li> </ul>

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>Take part in the football league and tournaments.</li> <li>Take part in girl's football festival and friendly fixtures with other schools.</li> <li>For children gifted and talented in sport to pass on their skills to other children</li> </ul>	<p>Attend football fixtures Arrange transport and cover</p> <p>Arrange transport and cover, The girls entered a tournament. <i>Unfortunately, no friendly fixtures happened due to Covid 19</i></p> <p>Arrange for a coach to lead the sessions Select the Gifted and talented children to take part in the sessions. <i>Didn't happen due to Covid 19</i></p>	<p>No cost</p> <p>Already stated</p> <p>Didn't happen due to Covid 19</p>	<ul style="list-style-type: none"> <li>Participation was celebrated in assembly.</li> <li><i>Unfortunately, not many games happened due to Covid 19</i></li> <li>The girls were very proud of their achievement and it was celebrated in assembly</li> <li><i>Didn't happen due to Covid 19</i></li> </ul>	<ul style="list-style-type: none"> <li>Continue to be part of the Derby city schools league and play matches if Covid 19 restrictions allow.</li> <li>Continue to enter girls football competitions and tournament if Covid 19 restrictions allow.</li> <li>Set this up for summer term.</li> </ul>

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