

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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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.

|  |  |
|--|--|
| <p>Key achievements to date until July 2019:</p>   | <p>Areas for further improvement and baseline evidence of need:</p>  |
| <p>Higher engagement of all pupils in regular physical activity, by using daily mile track for regular running activities each day and offering a good breadth of activities.</p> <p>Implementing a daily running club for children to be active before the school day.</p> <p>Identifying the least active children to engage in more physical activity at school to meet 30:30 targets.</p> <p>Recruitment, training and mentoring of PE Apprentices to support delivery of PE and school sport.</p> <p>Over 80% of children in Year 6 had represented the school in a sporting competition during the 2018/19 year.</p> | <p>To ensure the teaching of physical education is at least GOOD across the school through team teaching and more CPD.</p> <p>To further increase the breadth of extra-curricular opportunities in school for Key Stage 1 and achieve borough KS1 Gold Award.</p> <p>To offer a wider range of activities during active lunchtimes each day.</p> |

|   |            |
|---|------------|
| <p>Meeting national curriculum requirements for swimming and water safety.</p>  |            |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br/><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>70%</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>67%</p> |

|   |     |
|---|-----|
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 16% |
| 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.

|   |  |   |  |  |                                      |
|---|--|---|--|--|--------------------------------------|
| <b>Academic Year:</b> 2019/20   |  | <b>Total fund allocated:</b> £22,300  |  | <b>Date Updated:</b> 29/07/2020  |                                      |
| <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:<br>% |
| <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:  |  | Evidence of impact: what do pupils now know and what can they now do? What has changed?: |                                      |
| To increase the opportunities to be active during the school day and the variety of options available at school to ensure all children achieve 30 minutes of physical activity per day.   |  | Purchasing of new PE equipment and replenishing equipment lost or damaged from previous year to ensure enough equipment for all children. |  | £2764  |                                      |
| To increase the physical activity levels in PE lessons to ensure children do not spend time waiting around for equipment  |  | To purchase new gymnastics benches for the KS1 hall   |  | £510   |                                      |
|   |  |   |  | Total = £3274  |                                      |
| <ul style="list-style-type: none"> <li>Increased pupil participation</li> <li>Enhanced, extended, inclusive extra-curricular provision</li> <li>More confident and competent staff</li> <li>Enhanced quality of delivery of activities</li> <li>Improved standards</li> <li>Positive impact on whole school improvement</li> <li>Easier pupil management</li> <li>Positive attitudes to health and well-being</li> <li>Improved behaviour and attendance and reduction of low level disruption</li> </ul> |  |   |  |  | 14.7%                                |
|   |  |   |  | Sustainability and suggested next steps:   |                                      |
| To ensure equipment is stored safely and useable for future years and to continue to explore sustainable methods to increase the variety of activities at Eversley that can be stored and managed easily.   |  |   |  |  |                                      |
| To develop pupil Sports Leaders to help support activities during lunchtimes.   |  |   |  |  |                                      |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |   |  |  | Percentage of total allocation:<br>% |
| <b>Intent</b>   |  | <b>Implementation</b>   |  | <b>Impact</b>  |                                      |
|   |  |   |  | 45.7%  |                                      |

| 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>To use physical education to support improvements in children’s mental health and well-being by offering a running club for all Key Stage 2 children each morning before school.</p> <p>To employ an additional PE assistant to support class teachers in lessons to offer more inclusive and better quality lessons for all pupils.</p> <p>To set up and run after school clubs for Pupil Premium children in a variety of sports tailored using their own pupil voice</p> | <p>To use additional PE assistant to lead running club as a before school activity and provide resources to keep track and monitor improvements in children and notify parents of this opportunity.</p> <p>CPD opportunities for PE assistant so they can better support class teachers during physical education lessons.</p> <p>PE lead and apprentice to run spring after school clubs in football, tag rugby and basketball and summer clubs in tennis, rounders and cricket.</p> | <p>£10,200</p>     | <ul style="list-style-type: none"> <li>• Increased pupil participation</li> <li>• Enhanced, extended, inclusive extra-curricular provision</li> <li>• More confident and competent staff</li> <li>• Enhanced quality of delivery of activities</li> <li>• Increased staffing capacity and sustainability</li> <li>• Improved standards</li> <li>• Positive attitudes to health and well-being</li> <li>• Improved behaviour and attendance and reduction of low level disruption</li> <li>• Improved pupil attitudes to PESS</li> <li>• Positive impact on whole school improvement</li> <li>• Easier pupil management</li> <li>• Enhanced communication with parents / carers</li> <li>• Clearer talent pathways</li> </ul> <p>Increased school-community links</p> | <p>To raise numbers of children attending running club and explore the possibility of offering this to KS1 as well.</p> <p>PE assistant to provide support and expertise in lessons to ensure class teachers are more confident in lessons and develop ideas for planning their own lessons in future.</p> <p>Ensure more Pupil Premium children are involved in after school clubs at Eversley.</p> |



| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |   |  | Percentage of total allocation:   |
|--|---|---|--|---|
|  |   |   |  | %   |
| Intent   | Implementation  |   | Impact   | 2.7%  |
| 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 continue to train and develop PE apprentice and increase his skills and experience to support and engage a great number of children through additional sports activities and to support apprentice in teaching dance across the school. | <p>To continue to employ, mentor and train an apprentice to work alongside the PE Subject Leader through Level 3 Diploma in supporting the delivery of PE and School Sport.</p> <p>To complete Level 3 Award in Supporting the Delivery of Dance in Physical Education and School Sport to ensure apprentice is competent in dance subject knowledge when supporting and leading activities</p> | <p>£500</p> <p>£100</p> <p>Total = £900</p> | <ul style="list-style-type: none"> <li>• Increased pupil participation</li> <li>• Enhanced, inclusive curriculum provision</li> <li>• More confident and competent staff</li> <li>• Enhanced quality of teaching and learning</li> <li>• Increased capacity and sustainability</li> <li>• Improved standards</li> <li>• Positive attitudes to health and well-being</li> <li>• Improved behaviour and attendance</li> <li>• Improved pupil attitudes to PE</li> <li>• Positive impact on whole school improvement</li> <li>• Easier pupil management</li> <li>• Ensuring strong, sustainable, effective links to the Games Legacy and Olympic and Paralympic Values</li> <li>• Positive impact on middle leadership</li> </ul> | To develop PE apprentice into a significant member of the PE team to be responsible for more areas of the subject area in the long-term future. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |   |  | Percentage of total allocation:   |
|  |   |   |  | %   |

| Intent  | Implementation  |                    | Impact   | 21.1%  |
|---|---|--------------------|--|--|
| 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:<br/>To have additional activities available at break and lunchtimes as well as further options for Take 10 sessions</p> <p>To enable staff to be supported by specialist dance teacher within lessons for CPD</p> | Recruiting a specialist dance teaching assistant to support in lessons and lunchtimes | £4,700             | <ul style="list-style-type: none"> <li>• Increased pupil participation</li> <li>• Enhanced, extended, inclusive extra-curricular provision</li> <li>• Enhanced quality of delivery of activities and sustainability</li> <li>• Improved standards</li> <li>• Positive attitudes to health and well-being</li> <li>• Improved behaviour and attendance and reduction of low level disruption</li> <li>• Positive impact on whole school improvement</li> <li>• Easier pupil management</li> </ul> | Specialist dance teacher to support in dance CPD for staff to ensure this remains a sustainable area of progression. |



| Key indicator 5: Increased participation in competitive sport   |   |                    |  | Percentage of total allocation:   |
|---|---|--------------------|--|---|
|   |   |                    |  | %   |
| Intent  | Implementation  |                    | Impact   | 7.9%  |
| 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 improve the number of children representing the school in inter-school netball games and raise the profile of netball at our school.                     | 18 new netball kits in a variety of sizes to enable as many children of different abilities to represent the school in netball.                   | £586               | <ul style="list-style-type: none"> <li>• Increased pupil participation</li> <li>• Enhanced curricular provision</li> <li>• Enhanced quality of delivery of activities</li> <li>• Improved standards</li> <li>• Positive impact on whole school improvement</li> <li>• Easier pupil management</li> </ul> | To host netball competitions at our school to raise the profile of the sport with boys as well as girls and enable more children to participate in the long-term. |
| To improve the standard of matches for all our school football teams by using a better range of equipment   | New netball posts and protective safety covers ordered to use in lessons, netball training and extra-curricular games.                            | £240               |  |   |
|   | Purchasing 3G weighted permanent football goals for our school field to ensure highly effective and purposeful equipment for competitive matches. | £2700              |  |   |
|   |   | Total = £3526      |  | To develop the school field into hosting more high quality football matches   |