

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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Created by:  Association for Physical Education  YOUTH SPORT TRUST

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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 **31st 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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Won the Newham tri-golf competition and represented the Borough in Youth Games ● TTLT girls cricket champion ● Youth Sports Trust Gold 2018 - 2020 ● Gold for School Games ● Launch of Curriculum K (Health Curriculum) ● Launch of Workout Wednesdays ● Mental Health Lead School Gold Award ● IQM Centre of Excellence award 	<ul style="list-style-type: none"> ● Development of fitness lessons to ensure there is as much movement as possible ● Increase the amount movement breaks within the classroom ● Clearer differentiation between fitness and skills sessions ● Further support to develop teaching of Skills 4 Life lessons ● Increase the engagement in Workout Wednesday ● Improve punctuality during Fitness, including My Zone lessons to maximise lesson time ● 90% of children will present improved fitness following periodic fitness testing ● 90% of Y5 and Y6 children will improve in their My Zone recovery fitness test.

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? N.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.	19%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	8.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes

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: 2020/21		Total fund allocated: £21,700		Date Updated: 11.09.20	
<p>Key indicator 1: 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:
					%
					32%
Intent	Implementation		Impact		Sustainability and suggested next steps:
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?	
Increase weekly physical activity for all children	<p>1 x weekly active maths, 1 hr x weekly Physical Health: Skills for Life and 3 x 30 minute weekly fitness lessons to be timetabled</p> <p>All Year 5 children to attend a term of swimming.</p> <p>One Year 6 class to attend swimming lessons</p> <p>Weekly Workout Wednesdays : 15 minutes of weekly morning activity in classrooms</p> <p>Movement breaks to be used effectively across the school</p> <p>Physical Health lessons to be non-negotiable</p> <p>My Zone support from Physical Health Coach for UK2</p> <p>Introduce My Zone to Y4 in the summer term</p>		£7,000	<p><u>Autumn Term Review</u></p> <p>Teachers and the PH team can see children are getting fitter and able to move for longer without getting out of breath.</p> <p>Children are consolidating Skills 4 Life objectives quicker and the teachers are ahead of where they were in their MTPs this time last year.</p> <p>All UK2 children are now accessing MyZone.</p>	

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	3%
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:
Develop cohesive links between physical and emotional health and the impact of health upon learning.	<p>Embed the Health and Science Curriculum</p> <p>Increase opportunities to discuss how physical activity supports Emotional Health and learning</p> <p>Develop regulation areas</p> <p>Introduce regulation activities, including physical activity for the children to access</p> <p>Develop suitable activities for playground bubbles during break and lunch time</p> <p>Run staff fitness clubs</p>	£700	<p><u>Autumn Term Review</u></p> <p>97% of parents say their child has coped well with the return to school in September.</p> <p>99% feel their child is benefiting emotionally and physically during their time at school.</p> <p>100% of teachers feel that their children have coped well with the return to school.</p> <p>127 Safeguard logs made last year compared to 175 Safeguard logs made this year</p> <p>90 visits to the regulation room during play time and lunch time</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	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:
All teachers to deliver all areas of the Physical Health Curriculum confidently.	<p>NQTs to attend Level 1 British Gymnastics training</p> <p>UK2 staff and Physical Health team to attend Level 2 British Gymnastics training</p> <p>All teachers to have the opportunity to team teach with the Physical Health coach or Physical Health leader each term</p> <p>Catherine Slater from the TTLT Sports Hub to support Skills for Life sessions during Autumn 2 – Spring 2</p> <p>SLT to lead weekly Skills for Life evaluations to inform planning</p>	£2000	<p><u>Autumn Term Review</u></p> <p>Significantly less teachers have PH as a development area this year.</p> <p>Phase leaders report that their teams are much more confident at teaching Skills 4 Life and more children can complete the skills.</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	46%
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:
Roll out the full Physical Health Curriculum	<p>Embed the Skills 4 Life Curriculum</p> <p>Fully launch the Sports Curriculum</p> <p>Paul Belcher from the TTLT Sports Hub to support Sports Skills sessions during Spring 2 – Summer 2</p> <p>All children to have the opportunity to attend a sports club</p> <p>All teachers to have the opportunity to team teach Sports Skills with the Physical Health coach or Physical Health leader</p>	£10,000	<p><u>Autumn Term Review</u></p> <p>20% of children attended a sports club</p> <p>100% of teachers have team-taught with PH coach or lead</p> <p>All children taking part in 3 fitness lessons and one skills lesson weekly</p> <p>Y1: Speed Bounce 45% Star Jumps 62%</p> <p>Y2: Speed Bounce 61% Star Jumps 56%</p> <p>Y3: Touch and jump 64% Speed bounce 50%</p>	

			<p>Y4: Touch and jump 63% Speed Bounce 54%</p> <p>Y5: Burpees: 52% Touch and Jump: 53%</p> <p>Y6: Burpees 52% Touch and Jump 76%</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	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:
Increase opportunities for all children to take part in competitive sports and showcases of learning	<p>All year groups/bubbles to host an intra school competition/ show case termly</p> <p>TTLT Sports Hub competition to resume when it is safe to do so</p> <p>Physical Health sports coach to led competitive sports sessions to prepare children</p> <p>Teachers to increase opportunities to include more application activities into Skills 4 Life sessions. AHTs to lead discussions</p> <p>Increase competitive sports opportunities at Sports Day</p>	£2,000	<p>Autumn Term Review</p> <p>All children took part in intra school year group event</p>	

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