

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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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:
The School has received the platinum level school games mark.	<ul style="list-style-type: none"> • To ensure that the PE provision meets the needs of all pupils, regardless of gender and physical impairment. • To provide PE CPD training for all year groups. • To monitor spending of government sports grant to ensure funds provide as many sporting opportunities as possible. • Maintain drive for more sport club provision for all children, especially KS1. Creative approach – lunchtimes/before school/external staff? • To promote the role of young leadership within the provision on PE.

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.	98.4%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	98.4%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67.1%
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?	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.

Academic Year: 2019/20		Total fund allocated: £19,750		Date Updated: December 2020	
<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:
					%
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: £3,806	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure that all pupils understand the importance of physical activity and are active for at least 30 minutes a day in school.	<p>Review vulnerable groups across the school.</p> <p>Research the various opportunities throughout Surrey for children to participate in various sporting events.</p> <p>Identify the less active children.</p> <p>Inspire, Aspire, Competitive record being kept to identify children who have represented the school.</p>	<p>£2,658 for additional active play supervisor</p> <p>£1,073 release for Sports Leader to assess active learning and offer advice</p> <p>£75 for sports noticeboard to advertise events to pupils and parents</p>	<p>Less active children participate in fixtures/events</p> <p>KS1 skills club set up by sports crew.</p> <p>All participate in the 'Raleigh Run' twice weekly.</p> <p>Liaise with Sports Crew re KS1 skills club.</p> <p>Less active children engage in active play.</p> <p>After school clubs are promoted and available.</p> <p>All participate in 60 minutes of activity per day (at least 30</p>	<p>Less active children were identified and participated in Fencing and Archery, Ultimate Frisbee and Dodgeball.</p> <p>Year 6 Sports Crew were trained and running PhysiFun club to engage the least active KS1 children.</p> <p>The Raleigh Run is still successful – we could possibly introduce a new activity, for example 5 minute challenges. Where each class would complete 5 minutes of high knees/ star jumps etc.</p> <p>Inspire, Aspire, Competitive record is being kept to identify children who have represented</p>	

			minutes in school). Children participate in a wide range of sports to promote 'fitness for life'.	the school. This is something we will continue with.
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: £1,170	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase the profile of PESSPA to ensure children are enthusiastic about PE and extra-curricular activities.	To promote PESSPA during class assembly. Circulate brain breaks etc. with staff and encouraging daily use. Promote PESSPA during active lessons through use of gardening.	£950 for planning tool to assist teachers in planning active sessions £210 for gardening tools and seeds	Children are enthusiastic about physical activity. More children are signing up to clubs. Teachers are using brain breaks daily. Teachers are using active learning opportunities across the curriculum.	A wide range of clubs were promoted during assemblies which were both popular and successful. Sports Crew promoted house events during assembly to increase whole school involvement and participation. Wide variety of 'Brain breaks' were circulated with all staff. PE leader observed these around the school to see them in action. We will continue with these.

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: £6,190	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide PE CPD training for all year groups.	Teachers will observe and 'team teach' alongside Premier Sport and Alex Sears (dance). Teachers will be provided with copies of the planning to support their future teaching	£6,040 of weekly CPD £150 training for PE leader	All teachers have received PE CPD in one subject area (end of Spring Term). Teachers will have increased confidence when delivering Physical Education lessons. Lesson plans are 'user friendly' and available for all staff.	PE CPD was delivered to Reception Year 1, Year 3, Year 4, Year 5 and Year 6. Year 2 CPD had started, but was unfortunately cut short due to the coronavirus pandemic. They will be a priority for CPD for the following year.
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: £7,907	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>To monitor spending of government sports grant to ensure funds provide as many sporting opportunities as possible.</p>	<p>Research, source and manage the purchase of permanent equipment in the playground</p>	<p>£2,607 for range of sporting equipment</p> <p>£2,628 maintenance of & improvements to adventure playground</p> <p>£2,672 maintenance of & improvements to outside activity areas and sports fields</p>	<p>Wide range of sporting opportunities/events at several opportunities during the school day.</p> <p>Continue partnership that provides golf taster sessions and training for a wide range of children.</p>	<p>New goals and netball posts have been purchased which has allowed the successful running of both football and netball clubs and fixtures. This equipment is also frequently used during playtimes and PE lessons.</p> <p>All year groups are able to access the adventure playground and use of outside areas.</p>
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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: £150	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure that a wider range of pupils participate in Competitive sport, both in intraschool and inter-school competitions.	To keep a log of all children who have represented the school in school events.	£150 Leatherhead & District Junior School Sports	Children have participated in many competitive sports such as netball, football and cross country. Subject leader has organised new competitive opportunities such as the American Football Festival.	