

# 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 2021:   | Areas for further improvement and baseline evidence of need:   |
|---|--|
| <ul style="list-style-type: none"> <li>• Staff Level 2 Swimming Teacher trained</li> <li>• Links to virtual competitions</li> </ul> | <ul style="list-style-type: none"> <li>• Implementation of Dance and Gymnastics</li> <li>• Further attendance to competitions</li> <li>• Staff CPD (swimming, dance and gymnastics)</li> </ul> |

| Meeting national curriculum requirements for swimming and water safety.   | 2019-2020 | 2020-2021 |
|---|-----------|-----------|
| 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. | 42%       |           |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 58%       |           |
| 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 <b>over and above</b> 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: 2020/2021   |  | Total fund allocated: £17,760<br>100% fund forecast  |  | Date Updated:17.09.2020 |  |
| <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:  |
|  |  |  |  |                         | 52.6% forecast   |
| 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?: |
| To provide the children with swimming lessons on a weekly basis, throughout KS2. (Year 4, 5 and 6) Y6 only as this is top up for not meeting the standard)<br><br><i>The premium can be used to fund the professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils. The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water</i> |  | Swimming will take place once a week for Year 6 pupils allowing children to learn to swim and to develop those who swim with confidence.<br><br>We will provide additional swimming targets to pupils not able to meet the swimming requirements of the national curriculum.<br><br>By offering swimming from Y4 upwards we can build upon skill set year on year, so by the end of Y6 pupils well above the national expectation of 25m, and those that |  | £2200 forecast          |  |

| safety lessons.<br><a href="https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools">https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools</a>  | do not can be provided with the additional top-up lessons.  |                    |   |  |
|---|---|--------------------|---|--|
| Minibus rental.   | Minibus rental for the year to transport pupils to their swimming lessons and sports events when appropriate due to COVID 19.   | £7145 forecast     |   |  |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |   |                    |   | Percentage of total allocation:          |
|   |   |                    |   | 3.2% forecast                            |
| 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: |
| To buy new PE equipment to assist staff and children with a new range of sports to teach.<br><br>To include dance and gymnastics to supplement a new potential dance and gymnastic programme to support teachers in their delivery. This can then be used for after school clubs, when appropriate. | We will be replacing any old, broken, or missing sports equipment to ensure that all the activities that we offer can be completed efficiently.<br><br>We will add new equipment to supplement the variety of equipment we already have, to offer the pupils diverse activities, both during PE lessons and in afterschool clubs. | £500 forecast      |   |  |



|   |  |              |  |  |
|---|--|--------------|--|--|
|   | To possibly include the purchase of new bikes and helmets to support with the delivery of Bikeability.   |              |  |  |
| Promote Healthy Eating throughout the school.   | Resources and activities to be set up to promote Healthy eating week throughout the whole school.<br>Smoothie bike to come into school as long as this is safe to do safe, following government Covid-19 guidelines. | £50 forecast |  |  |
| Swim school charter –<br>Swim school lessons plans and an extensive set resources for a whole year. This also includes the rewards, which should save money in the long term. | To be used by the Swim Teacher and swimming assistant to support their delivery of swimming, throughout the school.  | £30 per year |  |  |



| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    |   | Percentage of total allocation:          |
|---|--|--------------------|---|--|
|   |  |                    |   | 2.2% forecast                            |
| 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: |
| Enhance staff knowledge (swimming) by completing the Level 1 Swim assistant course, run by Swim England. This will then reduce costs of hiring swimming staff in the future.        | When this member of staff is trained then they will support the level 2 swim teacher with swimming lessons across the whole school.  | £395 forecast      |   |  |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                    |   | Percentage of total allocation:          |
|   |  |                    |   | 43.2% forecast                           |
| 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: |
| To provide a wide range of after school opportunities, developing the curriculum and making it more accessible. Assisting and leading sports competitions within and out of school. | In the first instance Walsall FC will be attending our school once a week allowing us to run at least one after school sports club.<br><br>They will help us enter and run more sports competitions and run some of their own. | £2500 Forecast     |   |  |

|   |  |                                 |  |  |
|---|--|---------------------------------|--|--|
|   | They will raise the profile of PE across the school and work towards a whole school improvement in PE.   |                                 |  |  |
| To offer the children of Year 6 a School Residential Trip. This will be conditional on the Government Covid 19 guidance.        | <p>To make sure the children of year 6 are experiencing something new.</p> <p>To encourage pupils to take on leadership or volunteer roles that support sport and physical activity outside of school. They will be trying new sports and activities that are not available within our local area.</p> <p>In addition, it will offer a broader experience of a range of sports and activities offered to those pupils.</p> | £5070.00 forecast               |  |  |
| Playmaker Sports Leader Awards<br><a href="https://www.sportsleaders.org/playmaker">https://www.sportsleaders.org/playmaker</a> | <p>The Playmaker Award is a great introduction into leadership for pupils or students aged nine and over.</p> <p>The award is designed for use in a variety of education settings as a 6 hour course and focuses on developing learner's leadership skills.</p> <p>Training playground leaders also contributes to meeting the criteria of the School Games mark award.</p>  | £99 for a whole school license. |  |  |



|                          |  |  |  |  |
|--------------------------|--|--|--|--|
| Additional achievements: |  |  |  |  |
|--------------------------|--|--|--|--|

| Key indicator 5: Increased participation in competitive sport   |  |                    |   | Percentage of total allocation:          |
|---|--|--------------------|---|--|
|   |  |                    |   | 0.6% forecast                            |
| 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: |
| Promotion of the Olympic games in 2021 to try and increase participation in competition.  | Olympic (style) medals to be brought. Promotion of the Olympic games throughout school and mini Olympics event. Promotion of Patriotism. | £100 forecast      |   |  |

|                 |   |
|-----------------|---|
| Signed off by   |   |
| Head Teacher:   |    |
| Date:           | 16.09.20  |
| Subject Leader: | S. Pritchard  |
| Date:           | 16.09.2020  |
| Governor:       |  |
| Date:           | 16.09.20  |