

# 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](#) 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 2022:	Areas for further improvement and baseline evidence of need: (set September 2021, evaluated July 2022)
<p>Gold games mark 3 years in a row prior to the pandemic</p> <ul style="list-style-type: none"> <li>- high level of participation in competitions and sports festivals</li> <li>- quality delivery of PE</li> <li>- sport opportunities for every child no matter ability</li> <li>- links to local clubs</li> <li>- all children can access sports clubs to help them be active</li> </ul> <p>Boccia day in school, cricket opportunities, tennis week with Wimbledon Part of a strong West Oxford schools partnership Opportunities through Vale Sports Trust All children given opportunities to challenge themselves and improve their skills through delivery of a high quality PE curriculum</p>	<p>Continued recovery of physical and mental fitness in the wake of school closures</p> <p>Opportunities for active learning to encourage and maintain a high level of physical activity throughout the day</p> <p>Competition and collaboration opportunities throughout the year on a termly basis</p> <p>Maintain high quality provision of physical activity ideas for children learning at home</p> <p>Continue to train Y5s as Sports Leaders in order to raise the profile of PE, Sport and the PESSPA within school</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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>	90%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	87%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	97%

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: 2020/21		Total fund allocated: £17780		Date Updated: Jul 2021	
<p><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</p>					<p>Percentage of total allocation: 42%</p>
Intent	Implementation		Impact		
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>		<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	
<p>Provide a range of opportunities to be active at breaktimes and lunchtimes for all children.</p>	<p>Purchase and maintenance of a variety of playground equipment for both KS1 and KS2 so that all children have access to stimulating opportunities to increase activity. Maintenance of playing space on field and tarmac with lines for games and sports.</p>		<p>£2,800</p>	<p>Pupils were able to play a variety of games in their breaktimes. There was enough space and equipment for every child to be active.</p>	
<p>Play leaders to work with dedicated lunchtime supervisor in order to encourage children to be active</p>	<p>Year 6s received Sports Leader training and worked with a dedicated lunchtime supervisor to initiate playground sports and games.</p>		<p>£2,700</p>	<p>Active breaktimes supported by Year 6 sports leaders.</p>	
				<p>Consider how sports leaders can continue to inspire active play.</p>	

PE lessons that keep all participants active and engaged throughout the lesson.	Sports equipment stock to be maintained and renewed. Time to be spent tidying PE shed to facilitate easy access and retrieval.	£2000	All PE lessons were adequately resourced and teachers knew where and how to find equipment. PE lessons were able to continue when children returned to school in the spring because there was enough equipment for all.	Maintain PE equipment
<b>Key indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				9%
Intent	Implementation		Impact	
Increase awareness amongst whole staff of government targets for physical activity and reasons for these, and opportunities/ support available in school to meet targets and continuously improve our provision.	PE co-ordinator has created and shared progression maps for all year groups. A whole school scheme of work has also been made available.	£1100	Teachers are resourced to lead high quality PE lessons and are aware of the importance of physical activity and active learning.	Continue to update staff with new information when possible. Ensure skills progression is followed.
Particular emphasis placed on physical activity providing a wide range of active learning opportunities.	Teachers have considered how to create active learning opportunities across the curriculum.	£500	Surveys show that children remain very positive about school and greatly enjoyed the chance to be active alongside their friends. Lessons include opportunities to dance, run and move about.	Monitor continued use of active learning opportunities to ensure these are embedded in the whole school culture going forwards.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39%
Intent	Implementation		Impact	
All staff to develop their own practice.	Continuing employment of a Partnership Schools' Sports and PE Co-ordinator.	£4890	Danny Taylor has continued to be employed by the partnership and has visited school each term to offer bespoke CPD and lesson support.	Continue to employ a Partnership School Sports Co-ordinator.
Develop knowledge and skills of PE lead within school to share with and support other staff.	School PE Co-ordinator attended PE co-ordinator meetings to discuss best practice and increase confidence.	£950	Fed back in staff meeting, developed links with other schools.	PE Co-ordinator to continue to engage with CPD.
CPD courses offered to all staff including TAs to help them develop knowledge and skills in specific areas, including during lockdown.	Staff have been able to take part in training through the Vale of White Horse partnership offer.	£600	All staff have been offered CPD opportunities.	Continue to participate in the Vale offer and any other opportunities.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
Intent	Implementation		Impact	
Broaden the range of sports and activities children experienced during school time.	Experience days offered to all children via our partnerships with different providers.	£2000	A limited range of after school clubs offered. Children were able to join in with the excitement of international events such as Wimbledon, and were able to try new sports in PE lessons	Restart wider range of extra-curricular clubs and after school competition next year. Continue to provide additional experiences within the curriculum.
Broaden range of competitive events entered	Virtual events were offered to all KS2 Year groups.	£540	Some competitive events run such as Netball competition in the summer term but these were still limited due to Covid outbreaks.	Provide a full range of competitive events similar to pro-pandemic levels.

<b>Key indicator 5: Increased participation in competitive sport</b>			Percentage of total allocation:
			3%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
Inspire and celebrate involvement in competitive sport	Purchase awards, certificates and stickers for use on sports day	£500	Sports days for all cases, inter house and class competitions provided all with opportunities to compete.
			Continued purchase of incentives.

Signed off by	
Head Teacher:	Ed Read
Date:	July 2022
Subject Leader:	J Fitzgerald
Date:	July 2022
Governor:	
Date:	