

# 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• High profile of PE across the school</li> <li>• Improved uptake of Daily Mile</li> <li>• Regular House Games events</li> <li>• High participation in Inter School competitive events, (Tring Primary Schools Cup and DSSN events)</li> <li>• Increased participation in local Cross Country competitions</li> <li>• Cross Country Club across the Spring term</li> <li>• Increased provision and range of sports clubs before, during and after school</li> </ul>	<ul style="list-style-type: none"> <li>• Further improved engagement with Daily Mile</li> <li>• Look at ways to fund a daily mile running track</li> </ul>

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? <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.	95% 59/62
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95% (59/62)%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88% (55/62)%

<p>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?</p>	<p>No but was planning to offer extra swimming to those who needed it in summer term 2020. Covid prevented this.</p>
--	--

## 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: £26,832 Underspend: £8438		Date Updated: 16.7.2020	
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					Percentage of total allocation:
					14%
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:
<ul style="list-style-type: none"><li>To ensure that all children can take part in daily physical activity breaks to promote fitness and improve focus in learning</li><li>To increase the number of children running the daily mile at least 3 times per week</li></ul>	<ul style="list-style-type: none"><li>Membership of Fitter Futures <a href="https://www.fitterfuture.com/">https://www.fitterfuture.com/</a></li><li>Staff meeting to explain the full benefits of running the mile and work with staff to organise a timetable.</li></ul>	£500	Not actioned. Staff audit reflected that the resources wasn't used		Investigate alternative resource for classroom fitness.
<ul style="list-style-type: none"><li>To audit the lunchtime playground equipment and purchase new as needed</li></ul>	<ul style="list-style-type: none"><li>Audit and purchase of playground equipment on a termly basis</li></ul>	£500	Year 3 and Year 4 increased their participation – 50% 3 times per week.		Continue to work on aiming for 100% 3 times per week.
			Children have a much improved access to good quality, high interest playground sports equipment to promote fitness and enjoyment. Children are		Keep up the termly audit, liaising with head MSA and replace/replenish as needed.

<ul style="list-style-type: none"> <li>To run the Sport Leaders programme for Year 6 to promote fitness and organised games during lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>'Premier Sports' leader programme each Friday to offer organised physical activities</li> </ul>	£1750	<p>offered a wide range of games and sports.</p> <p>This was very successful. Each half term, (pre-Covid) offered a range of activities each Friday led by Year 6 sports leaders. Year 3 and 4 were invited to take part and sessions were always fun.</p>	<p>Look into whether this will be viable working in Year group bubbles to start with .</p>
<ul style="list-style-type: none"> <li>To encourage children to take part in different sporting activities and understand the positive impact exercise as on their bodies</li> </ul>	<ul style="list-style-type: none"> <li>Fun, Fit and Fruity week (Healthy Living week) planned for Autumn term</li> </ul>	£500	<p>Excellent week of different healthy lifestyle opportunities across the school.</p>	<p>If possible, run this focussed healthy lifestyle week within year group bubbles.</p>
<ul style="list-style-type: none"> <li>To offer a block of dance sessions to Year 6 (Kew Dance)</li> </ul>	<ul style="list-style-type: none"> <li>To offer specialist dance teaching</li> </ul>	£125	<p>Not actioned due to Covid. It was planned for Summer term 2020.</p>	
<ul style="list-style-type: none"> <li>To offer a sporting option during Golden time</li> </ul>	<ul style="list-style-type: none"> <li>Premier Sport to provide a specialist sports coaching during golden time</li> </ul>	Free	<p>All children to had the opportunity to access different sports in their golden time</p>	<p>To be continued.</p>
<ul style="list-style-type: none"> <li>To offer 1 term of swimming for each year group across the year</li> </ul>	<ul style="list-style-type: none"> <li>All children to have access to specialist swimming coaching for 1 school term</li> </ul>	£300	<p>Year 6 and 5 took part in 1 term of swimming. Year 3 took part in half a term, (Covid.) Year 4 had no swimming because of Covid.</p>	<p>Unclear of the guidance on swimming lessons at this moment. Have contacted the pool for clarity.</p>

<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:
				26%
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:
<ul style="list-style-type: none"> <li>To invest in the replacement of PE equipment which will inspire the children to value the resources and raise their aspiration for participation</li> </ul>	<ul style="list-style-type: none"> <li>New football goals, table tennis tables, basketballs, netballs, bibs</li> </ul>	£7000	Football goals, basketballs, netballs, tennis balls purchased as well as other smaller bits of equipment. PE lessons better resourced.	Continue to audit on a half-termly basis and replace/replenish as needed.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39%
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:
<ul style="list-style-type: none"> <li>To provide staff with CPD</li> </ul>	<ul style="list-style-type: none"> <li>Staff survey to find out areas where development is needed</li> </ul>	£10,590	Attended Herts Sports Partnership course and investigated different schemes of work and planning options. Outstanding action due to Covid	Plan to trial and hopefully purchase GetSet4PE to help with skills knowledge and planning.
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements:				
<ul style="list-style-type: none"> <li>To run a House Games programme of sporting events throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>All children to participate at least once in a House Games sports event</li> </ul>	£300	Pre Covid, all children to participated in at least once in a House Games sports event	Continue to raise the profile of intra-school participation. Consult School Council to refresh the sports played in House Games.
<ul style="list-style-type: none"> <li>To offer at least 2 sporting activities during Friday Golden</li> </ul>	<ul style="list-style-type: none"> <li>A changing programme of sports to be offered as Golden Time choices for</li> </ul>		A changing programme of sports to be offered as Golden Time choices for those children who	Continue to provide a broad range of sports and healthy choice activities.



Time	those children who are inspired to take part in sports in their own time		are inspired to take part in sports in their own time	
------	--	--	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
<ul style="list-style-type: none"> <li>To take part in the Tring Primary Cup tournament hosted by Tring School</li> </ul>	<ul style="list-style-type: none"> <li>All children to have the opportunity to take part in a competitive inter-school sporting event during the academic year</li> </ul>		Pre-Covid, 60% of the school had represented the school in a participation or competitive event off site at Tring School.	Work with the leaders of the programme to find safe ways of continuing the provision of inter school sports.
<ul style="list-style-type: none"> <li>To enter the Dacorum School Sports Network</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to experience competitive sports against other schools</li> </ul>	£1400	Pre-Covid, 40% of the school had taken part in a DSSN competitive or participation event.	Continue participation in different events as provided by the DSSN.
<ul style="list-style-type: none"> <li>Transport to get to DSSN events</li> </ul>	<ul style="list-style-type: none"> <li>Staff and pupils able to travel in 1 group to and from DSSN events within Herts</li> </ul>	£1000	Transport was easy and straightforward and provided an element of excitement for the children taking part.	Continue when it is safe to do so.
<ul style="list-style-type: none"> <li>To enter the Tring football league for Year 5 and 6 pupils</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to experience competitive football against other schools</li> </ul>	£150	Year 5 and 6 pupils played competitive football against other schools in a local league.	Continue when it is safe to do so.
<ul style="list-style-type: none"> <li>Children to experience a competitive school sports day event, competing against</li> </ul>	<ul style="list-style-type: none"> <li>Develop the Sports day format to include a wide range of sporting activities,</li> </ul>	£200	Not achieved due to Covid.	

peers and developing their skills of team work and positive sportsmanship	with the overall winning house being awarded medals			
---	---	--	--	--

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