

# 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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Significant progress in swimming as we went from 8% of the year group swimming 25m+ to 17%. Also a 13% decrease in the amount of non-swimmers.</li> <li>• New system set in place for after-school clubs meaning an increase in the amount of children taking part in at least one club last year which in turn helped to reduce the amount of inactive children in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of swimming still needs to be a raised</li> <li>• Profile of PE across the school need to be raised further to promote the regular physical exercise.</li> <li>• Knowledge and understanding from staff needs to improve further.</li> <li>• Quality of free time to be looked at in order to combat inactive children.</li> <li>• Tighter understanding of what the premium is being spent on and how this can be done most effectively.</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.	20%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	20%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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?	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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £23 500		<b>Date Updated:</b> 17.11.2020	
<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: 20%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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 children participated in at least one hour of physical exercise education each week, being taught by PE specialist.  Clubs have been run at the start and end of each day and were targeted at children who were known to be less physically active to engage them in regular physical activity.	Children taught a range of areas in PE in order to raise engagement levels and promote regular physical activity by offering children something they could continue to enjoy outside of PE lessons.  Extracurricular clubs were set up to follow on from the taught lessons and continue to promote regular physical activity.		A big increase in children taking part in afterschool clubs meant less inactive children in the school.  More children expressed interests in extracurricular clubs and have been given information regarding these.		Overall engagement levels of physical activity still needs to be raised – PE lessons to rise to 2 hours per week.  Teachers to begin to start teaching PE and offer extra-curricular clubs in order to give children a variety of sports to attend to.
<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: 20%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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:

<p>Children have had plenty of opportunities to compete in events against other schools through the use of Central Sports Coaching and the School Games.</p>	<p>Children to be encouraged to participate in events against other schools either through Central Sports or the School Games portal.</p>		<p>Pupils aware of progress they are making against other schools in the Central Sports Coaching and School Games. Audley Primary School were 1<sup>st</sup> in the School Games leader board against other schools in the Central Sports Coaching scheme before COVID.</p>	<p>School wide push of PESSPA and teachers to be made aware of what this is and how they can help their class achieve.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				20%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Staff to begin to understand the fundamentals of PE and start to display some confidence in teaching this.	Staff to begin interacting with sports coaches over progress of class in PE and start to understand how they can help improve this.		Staff knew very little about the performance of pupils in PE.	Staff to begin teaching PE and Sport as of next academic year through the support of a scheme of learning and sports coaches where possible.  All staff to be audited and decisions can be made on the teaching of PE.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				20%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
A range of extracurricular clubs to be offered to pupils to broaden the experience of sports and activities offered to them.  Inactive pupils to be identified and targeted for after school clubs, encouraging them to experience a range if sports and activities	Sports coaches to look at scheme of learning being taught to children and the clubs that can offered based on this.  Sports coaches to look at sporting events that are happening and link this to the curriculum and extracurricular clubs.		High engagements in sports clubs throughout the year. Curriculum being taught was varied and encouraged some children to take the sport further.	Not enough variety of sports and PE offered to children and will be re-assessed next year.  Teachers to begin to contribute specialism/areas of interests to extra-curricular clubs to broaden the range of sports and activities offered.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
Involvement in School Games and Central Sports Coaching partnership to improve the participation in competitive sport.	Sports coaches to look for children who are eager to compete and represent the school on a competitive level. This will hopefully encourage other pupils to take part in competitive sports.		Audley Primary School was 1 <sup>st</sup> in the School Games challenges set by Central Sports Coaching before the impact of COVID. During the lockdown, Audley Primary School remained first in the online school games within the partnership.	More children need to be encouraged to participate in competitive sport and this needs to be celebrated more across the school.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Jake Yeomans
Date:	17.11.20
Governor:	
Date:	