

# 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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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 2019:	Areas for further improvement and baseline evidence of need:
<p>The MUGA is in use for lunchtimes increasing the space for matches to take place.</p> <p>Employment of a sports TA in has significantly raised sporting opportunities – supporting children in PE lessons, organising sports day, accompanying KS1 children to competitive events</p> <p>7 clubs were offered in the Summer Term of 2019 and the aim for 2019/20 academic year is to meet or exceed this number each term.</p>	<ul style="list-style-type: none"> <li>• Increase use of the MUGA by different groups and at all times of the year</li> <li>• Continue to train the sports TA so that swimming groups can be made smaller to better support the non swimmers</li> <li>• Purchase equipment to increase the sports on offer and the activities on offer for sports day.</li> <li>• Adapt existing and introduce more extra-curricular clubs to maintain and then increase the number of children taking part in physical opportunities outside of school – focussing on pupil premium children.</li> <li>• Increase the opportunities for competitive sport at KS2 through inter school competition (Dacorum sports and Tring school)</li> <li>• Increase the physical learning opportunities for the EYFS through access to forest school.</li> </ul>

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>	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%

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?

Yes/**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: £16,856.00	Date Updated:	
<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:
				47%
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 use the MUGA throughout the year – at lunchtimes, for P.E. and for extracurricular opportunities engaging pupils in physical activity on this space every week.</li> </ul>	<ul style="list-style-type: none"> <li>Install a path to the MUGA which was installed last year to enable the children to get to it in all weathers to play sport.</li> <li>Develop a timetable for the use of the MUGA at lunchtimes to ensure daily use</li> </ul>	£8,000	<p>MUGA used for multi sports and tennis in P.E. lessons (Spring)</p> <p>During lunchtimes it is being used by different groups – this has ensured competitive sport is being played by competitive children and also those that have never accessed this area (because the group is smaller).</p> <p>Mon – year 4 (group 1)</p> <p>Tues – year 4 (group 2)</p> <p>Weds – year 3</p> <p>Thurs – years 1 and 2</p> <p>Fri – years 5 and 6</p> <p>Path not yet installed due to ensuring necessary planning permission and the lockdown coming into place. This money has been carried forward to complete this work.</p>	Continue to identify groups (particularly those who are less active) and develop the use of the MUGA by different groups at lunchtimes.

<ul style="list-style-type: none"> <li>To extend the offer of clubs already made to free school meal children to engage all pupil premium pupils in extra-curricular activity every week.</li> </ul>	<ul style="list-style-type: none"> <li>Audit clubs on offer and find clubs to meet gaps identified.</li> <li>Talk to pupils to organise new clubs</li> <li>Work with parents to ensure all pupil premium children sign up for a club</li> <li>Monitor take up, whether children are sticking at the club, adapt clubs where possible to increase take up.</li> </ul>	Pupil premium funding is used to fund 1 club per term.	One club was adapted (age range widened) to ensure one child could access the only physical club they were motivated to take part in. All pupil premium children are now taking part in one club per week. (Spring term 2020)	As pupil premium children change next year continue to invest the time to get all children to take part in one club each term.
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<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:
				4%

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 increase the participation rates for inter school competitions and win the relativity cup at inter village sports ( the school, with the largest number of children taking part, winning the most points)	Sports day and inter village (summer): TA to set out activities for competition at lunchtime each day. Through intra school competition children are selected to take part in different events.	Part of the £600 allocated below(sports day equipment)	Register of who is taking part Website full of photos of events (sports day and inter village may be cancelled this year but we will develop this next year)	Continue to develop lunchtime offer for intra school competition
Promote PE to children, parents and the local community at least once a term encouraging children to take up a sport and join a local club	Hold termly whole school assembly to raise profile of sport and healthy lifestyles Promote sport through newsletters, the website and twitter Update the sports noticeboards each term with updates of latest results in football and netball and the latest	No cost	Local sports clubs came in to promote their work in the local area (Mighty netball) The numbers of girls playing netball at netball club has increased to girls from Years 4, 5 and 6 with 10 girls regularly attending the club Parents are more aware of the achievements the children have	Continue to develop contacts for local clubs and invite new clubs into the school to promote local opportunities  Continue to give the sports TA time to develop the noticeboards, keeping them up



Plan an engaging sports week to include use of the MUGA	national and international events for inspiration.  Renew sports day equipment and add new equipment to change the sports on offer (large cups for stacking, rebound nets for catching). Sports Week 22 <sup>nd</sup> June- Pupils trying a wider variety of sports.	£600	made in PE this year  Sports day may not be able to happen this year but equipment will be purchased for use during lunchtimes and then sports day next year.	to date each term  Purchase equipment to widen sports played
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
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:
Develop the skills of the sports TA in the school so that they are confident to support a P.E. lesson and lead inter school sports events Train the sports TA as a swimming assistant to improve progress and achievement of all pupils in swimming	The TA works with sports coach for 1 x PE lesson a week ensuring that all children in the infants are taking part in 2 PE lessons every week with a ratio of 1-15. PE subject leader to attend first competitive events of the year and then handover to the sports TA to lead Sports TA to work with the PE subject leader to lead the inter village competition and sports day Once trained the sports TA leads a group in the swimming pool enabling the class to be split into three groups for more focussed work particularly the non swimmers	Cost of sports TA £830 Cost of sports coach x 1 afternoon per week £3,315 Cost of PE subject leader for 3 afternoons to attend events £200 Cost of swimming course for sports TA £190	Attainment and progress of infants in PE  Year 1 won their inter schools competition       Attainment and progress of Year 3 and 4 children in swimming this year	TA to set up equipment so that children can practise with equipment used at inter school competitions during lunchtimes (develop confidence for those who are less active so that they join inter school events)       The sports TA is trained as a swimming coach level 1
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
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: Further develop existing sports clubs and add new clubs to the offer	Subject leader to review clubs and report on uptake each term Newsletters to market clubs Sports equipment audit undertaken and replacement/ new equipment purchased.	These clubs are self funding through parent contributions.	% of children are now accessing a club Cooking club introduced for Years 1, 2 and 3.	Continue to monitor take up of clubs on offer. Adapt clubs if they are not working. Add new clubs where there is the need.
Provide high quality equipment to ensure children access a variety of sports	Purchase tennis racquets so that the school is not reliant on an outside company bringing the equipment into school Purchase gym mats for the hall	£374	Tennis has been taught across all year groups this year  The children all have their own gym mats to use which are fit for purpose	Continue to audit the equipment we have and add to it where needed.
Provide further opportunities for EYFS to increase their activity levels.	Increase the hours of the forest school leader to one day each week Broaden the forest school offer to include Reception children	£1,641		Continue to extend opportunities for EYFS to extend physical opportunities within their own space.
Provide further opportunities for vulnerable children to increase their activity levels.	Broaden the forest school offer to include half a term of forest school with a mixed age group	£574.05 leader £120 TA		Continue extended offer of forest school to EYFS and to those who are physically less active/need leadership opportunities/team work within very small groups.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
Promote competitive opportunities for all pupils across the school in inter school competitions through the school sports partnership and the Tring school programme for primary school competitive sports.	Join Dacorum School Sports Network <ul style="list-style-type: none"> <li>• Look at the DSSN offering and enter new events – football tournament for Years 3-6</li> <li>• Join netball and netball competitions at Tring school</li> </ul>	Dacorum £590 Coaches £350 Tring School £50	Year 1 and 2 entered the multi sports events The Year 1 team won their sports event. Year 5 and 6 entered both the football and Netball at Tring School The boys won the football event Being part of the sports partnership ensures that we provide varied sporting opportunities for our children. More competitions were set to take place in the summer term. If they do not happen this year they will happen next year.	Continue to increase the events we take part in. Join Bishop wood and Grove Road so that we can find transport for the small numbers we have and transport costs can be shared

Signed off by	
Head Teacher And subject leader:	S A Roycroft
Date:	06.05.20 Reviewed 04.06.20
Governor:	J Arthur

Date:	22.06.20
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