

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 **31st 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"> • More participation in before school dance clubs. • Specialist hockey training for Yrs 5 & 6 at WHC – pilot. • Greater awareness of the importance of physical activity for well-being as well as fitness post-lockdown. • Training in Real PE – scheme implemented across the school. • Playground markings to encourage active playtimes. • Sports clubs free for PP children. • Yr 5/6 hockey team came second in inter-school competition. 	<ul style="list-style-type: none"> • Further increases in physical activity outside of playtimes and PE lessons. • More children meet national curriculum requirements for swimming. • More participation in inter-schools competitions as pandemic restrictions loosen.

Meeting national curriculum requirements for swimming and water safety.	July 2022
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	

<ul style="list-style-type: none"> To increase activity among less active children and disadvantaged children. 				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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: £1,000	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"> To provide positive sporting role models are used to inspire children. To ensure the profile of PE is high and that children are enthusiastic about PE and extra-curricular activities. 	<ul style="list-style-type: none"> Swan events for younger children. New, different teams: netball team; hockey team. Visits by role models – freestyle person booked Noticeboards in the school raise the profile of PE. Newsletter used to publicise success and participation in sporting events and promote after-school clubs. 	£1,000 (est)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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: £500	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"> To increase amount of staff training to up-skill the staff in the areas of dance, gymnastics, hockey and tennis. To ensure teachers in KS1 and KS2 feel confident in delivering the curriculum. To increase confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff and undertake lesson observations - able to provide effective feedback and lead discussions. To work with specialist coaches or local clubs to improve teachers' skills, knowledge and confidence. 	<ul style="list-style-type: none"> Monitoring and reviewing of teaching and learning by subject lead. Swan PE leads share ideas. Audit of teacher confidence in teaching different sports. Teachers with particular qualifications/expertise to model teaching/lessons. Release PE lead to monitor the teaching of PE across the school. CPD in subject leadership. Take advantage of external training offers esp. through Active Schools. INSET/CPD – train TAs in active playtime games etc. 	£200		
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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: £15,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<ul style="list-style-type: none"> To provide all children across the school with opportunities to experience a broad range of physical activities so they are both physically and mentally well. To increase the range of clubs offered to the children, including those that relate to mental health and well-being. To create further links with the local sporting community. 	<ul style="list-style-type: none"> Active Advent online activities Coaching & training with Woking Hockey Club – Yrs 5 & 6 x 2 terms. Subsidised Dance Woking before-school clubs x5 a week (2 or 3 terms?) Investigate similar with basketball team – waiting for response from Scorchers and Surrey Storm. Catch up swimming 	£97 £3,500 £2-3,000 £? £TBA	<ul style="list-style-type: none"> Children took part in daily activities linked to Christmas. Children's skills markedly improved – tournament coming up. Uptake good and children enjoying the sessions.

<ul style="list-style-type: none"> To subsidise sports clubs and equipment for disadvantaged children. 	<ul style="list-style-type: none"> Equipment for free after school clubs run by CTs eg KS1 ballet, KS2 ballet, cross country, badminton and netball. Purchase WASPS and 'Active Surrey' school membership which enables the children to enter a wide range of sporting events; providing transport when required. Real PE scheme licence Survey teachers and PP Manager for children who would benefit from after-school sports clubs but are not taking up the offer. To continue to target inactive children and those who lack opportunities outside school for extra sporting provision. Sports taster workshops/assemblies to encourage participation in clubs. 	<p>£400</p> <p>£950</p> <p>£500</p>	<ul style="list-style-type: none"> Children have experienced variety of sports/activities in clubs and lessons; a few children have started at outside clubs/schools for hockey & dance. Running Club children have entered the Surrey children's race on 6 March. 	
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Key indicator 5: Increased participation in competitive sport 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: £1,500	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"> To create opportunities for all children to participate in competitive events within the academy trust and through other sporting bodies. To provide opportunities for children who don't often participate in sports and for talented children. To provide transport when necessary. 	<ul style="list-style-type: none"> Provide transport where necessary (fuel, vehicle maintenance & wear & tear) & entry fees. Provide certificates/medals, engrave trophies and display cabinets. New/replacement team uniforms & hoodies Continue to enter as many competitions as the timetable allows. Increase partnership with local secondary schools New Swan events at Beaufort: girls football tournament; hockey festival; basketball & netball matches etc. Ensure availability of competitive events through offering Beaufort as a venue and helping with transport. 	<p>£1,000</p> <p>£100</p> <p>£300</p>	<ul style="list-style-type: none"> Hasn't started yet. 	<ul style="list-style-type: none">
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	