



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>High quality sports coaching from specialists and close liaison to ensure planning is progressive and assessment information accurate.</p> <p>Involvement with the West Berkshire School Sport Network and other local independent schools for inter competitions, including minority sports.</p> <p>Targeted provision for some individuals and groups with great impact.</p>	<p>At least 3 training sessions planned before an inter competition.</p> <p>Ensure opportunities to train and compete are offered to all year groups Y1 - Y6.</p> <p>Using last year's inactive data and re-check. Have some children regressed?</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your previous Year 6 cohort swam competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	81%
What percentage of your previous Year 6 cohort used a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
What percentage of your previous Year 6 cohort performed safe self-rescue in different water-based situations?	81%
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?	<b>Yes</b>

## 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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £	Date Updated: 11.10.19 01.07.20	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				6%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated: n/a	Evidence and impact:	Sustainability and suggested next steps:
To promote keeping healthy though encouraging physical activity <b>so that more children choose physical activity at playtimes and at home.</b>	<ol style="list-style-type: none"> <li>1. Pupil participation in physical activity tracked both at home and school.</li> <li>2. Inactive children targeted through leadership in PE/Sport opportunities and minority sports clubs.</li> <li>3. Individual children interviewed to determine the barriers to physical activity.</li> <li>4. Active playtimes promoted by Sports Ambassadors/Supervisory staff and availability of a range of equipment.</li> <li>5. FS2 children taught playground games to encourage active play.</li> </ol>		From observation, many children are active during playtimes. Few are sitting down. Englefield children are fitter and can cope with the demands of competition sports events.	<p>Participation and inactivity tracked by School Office and Sports Ambassadors.</p> <p>Interviews carried out at least once per school year.</p> <p>Club provision reviewed termly.</p> <p>Sports Ambassadors to provide equipment daily and to organise playground games to encourage physical activity.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9.5%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To use PESSPA creatively to enhance the quality of education and behaviour and attitudes for all children so that more children achieve the expected standard in PE as a results of being active and motivated in lessons.	<ol style="list-style-type: none"> <li>1. Consider the cohorts and plan experiences accordingly to enhance learning in other subjects.</li> <li>2. Use PESSPA money to fund outdoor education which is a USP for our school.</li> <li>3. Inform parents through assemblies and newsletters how the money is being spent and the impact it is having.</li> </ol>	£1500	Children's attitudes and confidence to all learning changed as a result of a block of sessions at Rushall Farm doing OAA. This improved children's attitude and work ethic in school.	<p>For similar programmes to be funded each academic year for a focus year group/children.</p> <p>For families to be informed through photos and information in the school newsletter.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				49.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
For the quality of PE teaching to be improved <b>so that all children make better or expected progress towards ARE.</b>	<ol style="list-style-type: none"> <li>Coaches to demonstrate how to teach different sports to groups of differing abilities and experiences. Staff up skilled as a result.</li> <li>TAs/Teachers to observe and support groups/individuals where necessary.</li> </ol>	£8360	<p>Children have the necessary skills to compete in a range of sports.</p> <p>On transferring to Year 7 they are at the expected standard.</p> <p>The following data (Autumn 2019) shows how many children are on track to achieve ARE or above at the end of the year:</p> <p>Y1 - 83.3% Y2 - 91.7 % Y3 - 87.5 % Y4 - 83.3 % Y5 - 100 % Y6 - 100 %</p>	<p>Continue to use specialist coaches to teach P.E alongside school staff.</p> <p>Staff to feel empowered by supporting Sports Coach with group activities/intra competitions.</p> <p>Monitor provision is progressive from FS2 to Year 6.</p> <p>Liaise with secondary schools to check that children's skills in PE are at the expected standard and in line with expectations.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To offer all children tasters in different types of sport/activity (one per term as a minimum) <b>so that they do something they wouldn't do or didn't know about.</b></p> <p>To compete in minority sports competitions including Ten Pin Bowling, Alternative Sports and various Multi Skills for KS1 <b>so that they experience different activities.</b></p>	<ol style="list-style-type: none"> <li>1. Consult children through Sports Ambassadors.</li> <li>2. Organise tasters during the school day with no cost to children.</li> <li>3. Inform parents of the taster and the exit route for it e.g. Joining 'Wildcats' football in Pangbourne.</li> </ol>	£5120	Children are having a taster in school then attending a local club to further broaden that experience.	<p>Consider experiences this academic year based on children's feedback.</p> <p>Rebook favourite experiences e.g. Ten Pin Bowling and book for 2 or more teams to attend.</p> <p>Ensure experiences encompass all physical activity e.g. Yoga.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To map intra competitions (inter house competitions) across the school year for most year groups which include a variety of common and alternative sports during the school day <b>so that more children participate, especially those children identified as inactive.</b></p> <p>As above but for inter competitions within West Berkshire <b>so that more children can compete during and after the school day.</b></p> <p>To promote competitive sport in the community by inviting providers to offer taster sessions e.g. Tennis and Football <b>so that children compete competitively after school at club level.</b> Collecting information about competitive sports clubs from our children <b>to promote known clubs with familiar children.</b></p>	<ol style="list-style-type: none"> <li>1. Identify with Sports Coach competitions to organise linked to P.E units for all year groups in 6 short terms.</li> <li>2. From the inter competitions calendar identify those competitions to take part which can build on P.E lessons and school club sport.</li> <li>3. Arrange for sports coaching/clubs linked to competitive sports opportunities.</li> <li>4. Select and/or fund participation for inactive/vulnerable/SEND children.</li> <li>5. Ask children for club/coaching information about the sports coaching they receive in the community. Signpost other members of the school community to information.</li> </ol>	<p>£655 (competition entries)</p> <p>£950 (transport)</p>	<p>The number of children participating increased.</p> <p>3/7 of inactive children were activated in 2018/19.</p> <p>By removing the barriers to participation, some reticent and inactive children have taken part in clubs, training and subsequent competitions.</p>	<p>Continue to map intra and inter competitions each year based on cohorts and inactive individuals.</p> <p>Ensure taster opportunities are planned for each year - 3 per academic year as a minimum.</p>