



# 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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• School Games GOLD for the last four academic years</li> <li>• Nominated 3 times for Active Sussex Primary School of the Year</li> <li>• Sport England Primary Spaces Award winner</li> <li>• Hastings &amp; Rother SGP commitment to inter-school competition award</li> <li>• All pupils attending 2 hours of weekly PE in addition to daily physical activity interventions and a range of extra-curricular sports clubs.</li> <li>• 60% of all pupils regularly attending extra-curricular sports/activity clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all pupils leaving school have reached minimum National Curriculum requirements for swimming.</li> <li>• Promote active learning across the school to reduce sedentary behaviour and improve knowledge of importance of PA.</li> <li>• Link PE and Sport with the school development plan.</li> <li>• Further increase the opportunity for physical activity during the school day.</li> <li>• Encourage physical activity beyond the school day.</li> <li>• Ensure teachers develop knowledge of assessment in PE.</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.	74%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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> 2018/19	<b>Total fund allocated:</b> £16830 (+£1470 carry forward)	<b>Date Updated:</b>		
<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: 41%
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:
All pupils will be active for a minimum of 30 minutes every day when attending school.  Pupils to learn how long they should be active for and the importance of an active lifestyle.  Pupils and staff activity outside of school to be acknowledged and celebrated within school. Introduce time within celebration assemblies to celebrate activity and sporting achievement both in and out of school	Active breakfast club run twice per week targeting least active pupils.  Active lessons to be incorporated when possible. Active breaktimes and lunchtimes available and promoted every day. Active brain breaks (GO Noodle, Supermovers) and programmes (Daily Mile) incorporated into daily timetables. Lunchtime activities to be varied and aimed to attract less active pupils.  Active interventions provided for least active pupils and a variety of extra-curricular clubs offered across the year.  Weekly PE plan sent home to all parents and pupils each week during full/partial school closure.	£1894 (staffing)  £2655 (staffing) £1904 (active breaktime development)  £1000 (staffing)	All pupils active for a minimum of 30 minutes every day whilst at school.  Insight gained into activity levels of pupils at home with more pupils seemingly taking part in out of school activity.  The Daily Mile is utilised regularly in 75% of classes and has become part of class daily routines.  Pupils have continued to be active during school closures with 20% of pupils participating in the Sussex School Games virtual challenges.	Improved teacher knowledge ensures the impact of the PPSP will continue beyond its lifespan.  A permanent celebration display shows and celebrates pupils and teachers being active outside of school.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
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:
<p>Promote active lessons (non-PE) to all teachers across the school to show how academic improvement can be achieved actively.</p> <p>Pupils to learn how long they should be active for and the importance of an active lifestyle.</p> <p>Link School Games Values with whole school values and praise/reward pupils when demonstrating these values.</p> <p>Promote all things active whenever possible.</p>	<p>Make resources including Premier League Primary Stars, Super movers and Chance to Shine available to teachers.</p> <p>Put in place a sport wall showcasing school representative teams and PE displays in the school hall showcasing PE and healthy living information to inspire and inform pupils.</p> <p>Utilise newsletters/website/school social media to inform parents and wider community of school sporting success stories.</p> <p>Sports Captains and team representatives to share success stories in celebration assembly. Teachers and Sports Crew to award SG Values stickers, wristbands and/or trophies to pupils showcasing values.</p> <p>Pupils selected for showcasing significant development or demonstration of SG values and rewarded with a SG medal.</p>	£1683 (PE Coordinator time)	<p>Pupils take pride when representing the school and look forward to being talked about in assembly and see their picture on display and in the newsletter.</p> <p>Pupils are more informed about healthy living – how many fruit and vegetables should be consumed and how much activity should be participated in etc.</p> <p>Pupils have been awarded School Games Value awards throughout the year. More pupils are demonstrating these values.</p> <p>Parents are mostly engaged with the importance of sport and physical activity and support the school when required with travel arrangements etc.</p> <p>The school has gained a reputation for being ‘a sporty school’ and has been recognised as a best practice school in Sussex.</p>	School Games values are integrated across the school and will continue to be utilised after the PPSP has finished.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			24%	
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:
<p>Improve teacher confidence in planning, teaching and assessing PE focussing on perceived weaknesses.</p> <p>Develop PE Coordinator to ensure PPSP is being utilised effectively and the subject is well rounded in its aims and outcomes.</p>	<p>Teachers to work and team teach alongside PE Coordinator in areas of PE they have highlight as an area of self-development. PE Coordinator a constant source of support with all PE matters.</p> <p>2 teachers to work alongside a cricket coach through the Chance to Shine programme. 3 members of staff to work alongside a local professional tennis coach. 1 teacher to attend gymnastics CPD.</p> <p>PE Coordinator to attend all necessary training provided through the Hastings &amp; Rother Sports Partnership (HRSGP).</p> <p>Purchase Active Sussex PPSP &amp; Health Assessment wheel</p>	<p>£4000 (Staffing)</p> <p>£450 (HRSP Membership)</p> <p>£20</p>	<p>All teachers either agree or strongly agree with the statement: I know what an 'Outstanding' PE lesson should consist of.</p> <p>75% of teachers have made self-perceived improvements in their knowledge of at least 4 areas of the PE curriculum.</p> <p>75% of teachers either agree or strongly agree with the statements: I enjoy teaching the PE curriculum and I am a confident PE teacher.</p>	<p>Improving teacher and subject leader knowledge ensures the impact of the PPSP with continue beyond its lifespan.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			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?:
<p>Continue to offer a broad range of sport and activity opportunities to pupils to encourage all pupils to find something they enjoy and will participate in.</p> <p>Increase opportunities for pupils to develop leadership skills to allow more pupils to become interested in competitions and activities and provide a pupil voice.</p>	<p>Offer 6 extracurricular sport/activity clubs each week in a wide range of sports and activities.</p> <p>PE continually taught during full and partial school closure period.</p> <p>Establish and train a new sports crew to run lunchtime personal challenges, active games and act as a representative pupil voice for PE, sport and physical activity.</p> <p>All KS2 pupils to be offered the opportunity to learn to lead through physical challenge leadership and sports education model based practice.</p> <p>Continue and fortify current links with local clubs and leisure facilities.</p>	<p>£1894 (staffing)</p> <p>(Included in HRSP membership)</p>	<p>77% of KS2 pupils engaged in extra-curricular sport clubs. Active links established with 7 different sports clubs/leisure centres.</p> <p>100% of least active pupils have participated in a minimum of one competition or club.</p> <p>16 KS2 pupils (27%) have received training to become the school's sports crew. This training has provided them with the confidence, knowledge and skills to deliver safe, inclusive and fun physical competitions and games.</p> <p>All year 6 pupils successfully participated in a full sports education module where they were required to run warm up sessions, lead skill sessions, officiate matches and participate in a full season of competitive sport.</p>
			Sustainability and suggested next steps:
			Through the positive relationships made, clubs/coaches are already providing their services to school free of charge in order to recruit pupils towards particular clubs and sports.

Key indicator 5: Increased participation in competitive sport			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:
<p>Ensure all pupils have a multitude of opportunities to participate in competitive sport including personal challenge, virtual competitions, intra-school competitions and inter-school competitions.</p> <p>All pupils will experience competition throughout the year and will learn how to deal with victory and defeat gracefully.</p>	<p>Attend and promote all available competitions provided through:</p> <ul style="list-style-type: none"> <li>the Hastings and Rother School Games Partnership,</li> <li>the Rye Sports Cluster,</li> <li>NGB local competitions,</li> <li>Local friendlies,</li> <li>Virtual competitions</li> </ul> <p>Offer a combination of personal challenge, virtual competition and intra/inter-school competition within school time.</p>	<p>£2790 (Staffing)</p> <p>HRS GP Membership (Cost allocated above)</p>	<p>92% of pupils participated in a personal challenge or virtual competition.</p> <p>70% of pupils took part in intra-school competition. 50% of KS2 pupils participated in inter-school competition.</p> <p>20% pupils took part in the Sussex virtual School Games competition either at home or at school during school closures.</p>	<p>Personal challenges and intra-school competitions are currently run in house by existing staff and the school's sports crew and are therefore entirely sustainable.</p> <p>Inter-school competitions have been organised between schools where no additional cost or staffing is required.</p>

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