



# 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:
<p>Staff had started CPD 1:1 sessions to improve knowledge and confidence of delivery in dance.</p> <p>Strong professional relations continued with SLA and our external providers.</p> <p>X 60 children were able to take part in school V school sporting competitions.</p>	<p>Plan to continue into 2020/21.</p>

Meeting national curriculum requirements for swimming and water safety.	N/A
<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>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>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?</p>	<p>Yes/No</p> <p>As an infant school we are not required to offer swimming lessons. However, we feel that</p>

swimming is an essential life skill. We have been offering swimming taster sessions to our year 2 children in the summer term for the past few years and it has been very successful.

## 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> £17,200		<b>Date Updated:</b> July 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: %
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	
<p>*Educate children in the value and benefits of a healthy active lifestyle.</p> <p>*Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</p> <p>*Use active lessons to increase physical activity levels and learning.</p> <p>*Ensure children are undertaking the minimum requirement of 30 minutes of physical activity per day.</p>	<p>*Teachers to maintain 2 x PE sessions per week, following our scheme of work.</p> <p>*Teachers to make use of 5 A DAY and other online 'physical activity' initiatives to increase 'movement throughout the day at regular 'snapshot' intervals.</p> <p>*One lunchtime supervisor is employed to oversee physical activity opportunities during the lunch hour.</p> <p>*Anomaly board in playground to play a variety of wellbeing and exercise routines-played throughout the day including before and after school.</p> <p>*Provide targeted activities to</p>	<p>£260</p> <p>£2684</p> <p>£1200</p>	<p>Pupils look forward to PE sessions as they are promoted well within the school.</p> <p>Children have made good use of the play equipment at lunchtimes and this encourages them to participate in more active play.</p> <p>Parents, staff and children have been observed watching and taking part in some of the physical activity videos on the Anomaly Board.</p> <p>Through our close partnership</p>	<p>+Sustainability and &gt;suggested next steps:</p> <p>+Pupils and staff continue to be excited about PE sessions.</p> <p>+All lunchtime staff recognise the benefits of promoting physical activity and this culture is now embedded.</p> <p>&gt;monitor play equipment.</p> <p>&gt;Introduce and train up 'play pals'</p>	

	encourage the least active children.		with our external providers 'Sports4kids' we were able to provide free additional yoga and multi-sports sessions for a term to some of our targeted pupils'. The two who showed the most progress were awarded a free course of sessions after school.	>Continue to build on partnership and set more targeted activities for the next year.

**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	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p>*Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>*Use PE and sport to develop a whole holistic approach of the child by developing their physical literacy, emotional and thinking skills to achieve in PE, Sport and</p>	<p>As a school pride ourselves on our strong link with the Portsmouth Schools Sports Partnership (PSSP). This also provides the following opportunities:</p> <ul style="list-style-type: none"> <li>External festivals/competitions against other schools.</li> <li>Comprehensive CPD programme.</li> </ul>	£4800	<p>*Pupils are engaged during sessions, they are motivated and have been noticed 'challenging themselves'.</p> <p>*There has been noticeable improvements in the pupils' overall development in terms of their physical literacy, personal,</p>	<p>+School staff better equipped/more confident to teach PE in school.</p> <p>+ Real PE is becoming embedded within the school, creating a clear journey for both pupils and staff.</p>

<p>life.          *Use sporting role models used to engage and raise achievement.          *Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, pupil reward and recognition of pupils)          * High quality PE lessons delivered during curriculum time.          *Promote an environment where children present healthy positive learning behaviours.</p> <p>*Ensure we have good quality. Hard-wearing equipment for use by all our pupils’.</p>	<ul style="list-style-type: none"> <li>• Support from Madeline Campbell.</li> <li>• 1:1 support from qualified PE coaches to upskill staff.</li> <li>• Expert advice on continuing to embed the RealPE programme within the school through twilight sessions and CPD days.</li> </ul> <p>*Continue to develop and use whole school plans and assessment.          * Silver Quality Mark achieved.</p> <p>*PE Lead to have 3 x non-contact days for monitoring of subject, including observations</p> <p>*Membership to Jasmine- RealPE</p> <p>*replacement and enhancement of large equipment in the hall.</p>	<p>£600</p> <p>£260</p> <p>£3236</p>	<p>creative, cognitive and social skills.</p> <p>*PE physical activity and school sport have a high profile and are celebrated across the life of the school</p> <p>*Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</p> <p>*Clear continued progression of skills for all pupils were observed during PE lessons.</p> <p>*Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE.</p> <p>*this action was unable to be carried out due to COVID-19.</p>	<p>&gt; Identify the positive impact on vulnerable groups.          &gt; Review School development plan, Whole school policies/PE policy</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
To continue to improve in delivery of the Real PE/Gym programmes. Familiarising self with 'Jasmine'. Staff to be upskilled in the knowledge and delivery of dance.	*Staff to continue using REALPE resources. Referring to 'Wheel' for a whole holistic approach.  *1:1 teacher CPD sessions with qualified dance instructor.	Included with PSSP	This year we had begun to increase our knowledge and delivery of dance through our 1:1 CPD sessions. Teachers were enjoying the 1:1 sessions and felt they were becoming more confident. Children were becoming more aware of a variety of different dance terms. Confidence was beginning to show, both in regards to the children's engagement and teacher involvement.	Hopefully continue into next academic year- TBC.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding Allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Pupils will have access to a wide range of different sports and activities.	*Healthy Schools Week- Working with SLA and community (Tesco) we provide the children	£120	The whole school enjoyed participating in our Healthy Schools Week. It was fully inclusive for everyone. All classes took part in the daily mile.	+ Year R children provided evidence of their new found knowledge using circle maps to show what they knew before HSW and at the end of it



<p>Pupils will have the ability to attend extra-curricular activities that meet their interests.</p>	<p>*Questionnaires to be sent out to families to gain insight into their preferred activities.</p> <p>*PE Lead to work closely with external agencies to provide quality activities for pupils’.</p>		<p>Children were able to trial a variety of sports such as yoga, tai-chi, tennis and blind football.</p> <p>Parents were able to share their views on what activities we could potentially offer. This gave the PE lead a good insight and allowed us to act on parental views. We were able to offer some new exciting opportunities of yoga and ‘Little Ninja Warriors’.</p>	<p>showing they had learned a great deal and understood what was ‘good’ for their bodies.</p> <p>+Staff reported that children were excited to come into school and eager to take part in the activities on offer.</p> <p>+ There was a big ‘hype’ around the school with children talking about the new clubs; showing their new skills in the playground and being excited for the sessions (<i>Due to Covid-19 the sessions ceased early</i>)</p>
<p>Children will leave Meon Infant school with an introduction to water safety. They will gain in confidence and self-esteem to continue water-based activities.</p>	<p>Year 2 children to have a minimum of 3 half hour swimming sessions with a qualified swim coach.</p>	<p>£1800</p>	<p>Unfortunately, due to Covid, we were unable to fulfil this. It is usually a highly successful event!</p>	<p>Swimming to continue in 2021.</p>

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
*Provide the opportunity for all our pupils to attend festivals and competitions.  *Allow more-able children to showcase build their self-esteem by showcasing their talents.	*Through the PSSP we aim to allow all of our pupils to engage in competitive sport against other schools  *Transport to competitions	Included in PSSP  £2000	*Due to Covid-19, only 2 classes (60 children) were able to compete in sporting festivals this year.	+Children were thrilled at having the experience to compete against other schools. One class won 1 <sup>st</sup> place at a tournament and this was widely celebrated as a school.

**FUNDING PROMISE:** Due to Covid-19, the Government pledged that schools' could carry over any 'underspend' into the next academic year. This means we have an additional £7186 for the year 2020/21.

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