

# 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><u>The engagement of all 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</u></p> <ul style="list-style-type: none"> <li>• Daily Mile initiative implemented throughout all 14 classes within school.</li> <li>• Continued ‘Scargill Active Day’ to tie in with ‘Stand Up Derbyshire Day’.</li> <li>• MDS training scheduled for Sept 2019 for current and new members of staff to increase physical activity at lunchtime.</li> <li>• Implementation of zoned areas during lunchtime for different sporting/physical activities.</li> <li>• 81% of Year 6 cohort able to swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Forest School lessons being taught to children in EYFS to help promote an active learning environment.</li> </ul>	<p><u>The engagement of all 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</u></p> <ul style="list-style-type: none"> <li>• To invest in online programmes (Cybercoach/iMoves) to help MDS keep children active during wet play.</li> <li>• To use coaches from A.M. Sports Management to engage children at lunchtime and playtime.</li> <li>• To try and involve parents where possible during ‘Scargill Active days.’</li> </ul>
<p><u>The profile of PESSPA being raised across the school as a tool for whole school improvement.</u></p> <ul style="list-style-type: none"> <li>• Mini-leaders training scheduled for Autumn term 1 of academic year 2019-20.</li> <li>• Young Ambassadors meetings attended and scheduled for next academic year.</li> <li>• Sporting achievements spread through website, twitter and newsletters.</li> <li>• ‘Sportsmanship’ continues to be a school value for children to try to achieve as part of a whole-school Scargill Citizen Award.</li> <li>• Mindfulness training administered to staff to help teach that a healthy mind and healthy body are key to helping us learn better.</li> <li>• Sports Committee are writing regular articles for the whole-school</li> </ul>	<p><u>The profile of PESSPA being raised across the school as a tool for whole school improvement.</u></p> <ul style="list-style-type: none"> <li>• Sports Committee members and Mini leaders to be given a more prominent identity within school.</li> <li>• To engage staff with a love for physical activity and understand it’s role in the importance of day-to-day school life.</li> <li>• Gain a wider range of children’s opinions about P.E., physical activity and school sport at Scargill.</li> <li>• To use links with Derbyshire Institute for Sport to organise a whole-school assembly with a professional athlete as a means for inspiring children about physical activity and sport.</li> </ul>

newsletter.

Increased confidence, knowledge and skills of all staff in teaching PE and sport

- Increased governor knowledge of P.E., school sport and P.E. Premium funding.
- 14 class teachers have received curriculum support within P.E. in the 2018-19 academic year through either A.M Sports or Erewash School Sports Partnership.
- Staff questionnaire implemented and analysis of data shows areas for improvement for next academic year.
- Link Governor has undertaken observations during P.E. lessons in Y5 and Y6.
- P.E. CPD courses accessed by Co-ordinator, link governor and school business manager.
- Agreement from school staff to buy into iMoves to help plan lessons and assess children more easily.
- Increased meetings between School Improvement Officer, co-ordinator and link governor to pick out strengths and areas for improvement.

Broader experience of a range of sports and activities offered to all pupils

- 12 Extra-curricular clubs timetabled for 2019-20 academic year linked to Sport and Physical Activity.
- Special WOW days set up for G&T children at the University of Derby.
- Curriculum provision for P.E. revamped for the 2019-20 academic year, taking into consideration the emphasis on 'Personal Development' in the new OfSTED framework.
- Health Package brought from ESSP to widen the range of activities on offer to our children.
- 100% of children received specialist P.E. support from qualified coaches.

Increased confidence, knowledge and skills of all staff in teaching PE and sport

- Increase the number of observations of teaching within P.E. to allow staff to get feedback on their teaching of P.E.
- Allow release time for co-ordinator to 'Team Teach' P.E. with other members of staff.
- An increase in the number of staff accessing CPD within P.E.
- A continuation of the amount of teaching staff receiving curriculum support from qualified sports coaches.
- A deeper understanding of the P.E. curriculum and its progression across year groups at school.

Broader experience of a range of sports and activities offered to all pupils

- Analyse data for what extra-curricular clubs children would like to access if school are able to provide.
- Audit school sports equipment and identify areas of weakness/no equipment for different sports. Example – Boccia equipment.
- Access school links to local clubs to try and engage children with out of school sports.

<p><u>Increased participation in competitive sport</u></p> <ul style="list-style-type: none"> <li>• A 46% increase on planned competition for the 2019-20 academic year from 13 to 19 events.</li> <li>• Separate to the planned competitions – a mini-cluster league has been planned for 2019-20 academic year in 3 inclusive sports.</li> <li>• 100% of children involved in intra-school competitive sports competitions over the year.</li> <li>• 33% of children involved in Level 2 competitive sports meeting target of 30%.</li> </ul>	<p><u>Increased participation in competitive sport</u></p> <ul style="list-style-type: none"> <li>• Target to increase the number of children competing in Level 2 competitions to over 35%</li> <li>• To analyse the success of local cluster leagues and either improve or sustain for academic year 2020/21.</li> <li>• To ensure each department take part in at least one termly intra-school competition.</li> </ul>
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<p>Meeting national curriculum requirements for swimming and water safety.</p>	
<p>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.</p>	<p>% N/A yet</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>% N/A yet</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% N/A yet</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>

## 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> £19,450		<b>Date Updated:</b> 27.11.19	
<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: 26%
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:	
Engage children in structured physical activity during break times.	Use A.M. Sports Management coaches as an engagement tool during break times – setting up games and activities.	£1000	Children will start to pick up games and activities over time and naturally begin to play them of their own accord.	Mini-leaders and MDS to observe games and put into action independently	
The installation of fixed exercise equipment on school grounds. (Potential)	Equipment would be used at play-time and lunchtimes. Used for interventions for children with physical needs.	£2000-4000 Approx.	Once installed, the equipment could be used for years to come.	Next steps – Look into different installation companies and	
To research ideas of including parents in either early morning or end of school activities.	Have parents taking part in a pre/post school activity. Possible resources used.	£200 for resources	Children set example by adults/parents that exercise is a lifelong	Possibility of including in start/end of day routine. Possible parent & child after-school club/activity.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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:
Raise profile of sports leaders within school.	Provide Mini-leaders training for Y5/6 children through A.M. Sports Management to help structure lunchtime play. Provide Mini-leaders bibs Sports Committee members to have prominent focus within class/school – Orange lanyards.	£500	Children leading lunchtime activities and being role models to younger children. Sports Committee members identified easily around school.	Mini-Leaders training will cascade each year down to a new set of Y5s. Training folder bought from A.M. Sports
To access ESSP link with Derbyshire Institute for Sport to ask professional athlete to lead an assembly.	Professional athlete to come into school and lead an assembly and activities with children.	Part of Platinum Package from ESSP.	Children to be inspired by athlete and possibly take up that event. Or generally,	Next Steps: Co-ordinate with ESSP and athlete.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				40%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Increasing knowledge of teaching school swimming	Send RQT on 3-day swimming training.	£320	RQT to implement training and teach swimming group in second part of the year.	More Y4 teachers will be qualified to teach swimming in future years. Any new staff in Y4 to receive swimming training.
A.M. Sports to provide curriculum support to at least 8 different classes over the year.	Allow qualified coaches to help class teachers observe, plan and implement new ideas/planning.	£3000	Teachers will develop planning together and build confidence when teaching independently.	Planning can be used in future years and hopefully confidence will grow through teaching in other areas of P.E.
Erewash School Sports to provide curriculum support to at least 6 different classes over the year. (Platinum Package)	Allow qualified coaches to help class teachers observe, plan and implement new ideas/planning.	£3500 Part 1 of Platinum Package	Teachers will develop planning together and build confidence when teaching independently.	Planning can be used in future years and hopefully confidence will grow through teaching in other areas of P.E.
Release co-ordinator to 'Team Teach' with other members of staff.	P.E. Co-ordinator to go through planning and help to teach P.E. sessions.	£1000 release time costs.	Members of staff to build confidence and strategies when teaching P.E. for themselves.	Identify members of staff who would benefit from team teaching. Identify potential times for cover.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 13%
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:
Resource and implement Forest School to small group of EYFS children	Qualifications completed for Forest school leaders. Purchase resources.	£2000	Regular teaching of Forest School within weekly timetable.	Each EYFS intake to have small group/increasing larger group of children able to access Forest School. Increase in Forest School area.
Buy equipment for new sporting activities such as Boccia and Goalball.	Clubs or possible changes to curriculum can be made with new equipment to teach that area.	£500	New equipment for new lessons or clubs to be used.	Audit and equipment and look for areas where the children can access a new sport/activity.
Added Extra-curricular clubs to be offered to pupils in healthy living as well as new sports and activities.	Children to sign up to extra-curricular clubs. Target: To ensure each child accesses a extra-curricular club.	£100 Resources	Children understand importance of healthy lifestyle. Give children an insight into a new sport/activity.	Invite children to offer ideas as to what they'd like to be involved in, in terms of extra-curricular clubs.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:
Subscription to the ESSP Platinum Membership allows Key Stage 1 and 2 pupils to attend a range of sporting events.	Organise children, staff, teams and travel to allow children to access events.	£2000 Part 2 of Platinum Package  Transport £800	Children take part in competitions. Target: Over 35% of children involved in Level 2 competitions.	Next Steps: Organise staff & travel for upcoming events.
Access local cluster competitions.	Liaise with other cluster school regarding dates and times. Locations previously been organised.	Free	Children who possibly haven't accessed ESSP competitions have the opportunity to access these competitions.	Organise first events.

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

Date:	
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