

# 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 until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Bronze medallists in the City table tennis competition</li> <li>• Finalists in the city Year 4/3 tennis competition.</li> <li>• 3 children selected for the Nottingham Forest Academy.</li> <li>• Competed in the Nottingham Schools Football League.</li> <li>• Achieved the Gold Sport Games Award in recognition of commitment to sport.</li> <li>• 97% of students accessed a sport club in the year end July 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Developing success rates at the competitions Welbeck competes in</li> <li>• Further develop children’s mobility and fitness post COVID through targeted interventions and support in PESSPA</li> <li>• Further develop provision of Healthy Eating and Exercise teaching and learning through PE lessons, science lessons and extra-curricular club provision.</li> <li>• School mini-bus to access wider variety of competition.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<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>	<b>Due to COVID lockdown unable to access swimming provision</b>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<b>Due to COVID lockdown unable to access swimming provision</b>

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p><b>Due to COVID lockdown unable to access swimming provision</b></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><b>No</b> <b>Due to COVID lockdown unable to access swimming provision</b></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> 2019/20		<b>Total fund allocated:</b> £18,500		<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: 0%
<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:0	
<ul style="list-style-type: none"> <li>Develop understanding of importance of at least 30 minutes exercise a day.</li> <li>Understanding health benefits of exercise</li> </ul>		<ul style="list-style-type: none"> <li>After school club provision in agility, athletics, football and</li> <li>Additional timetabling to ensure distance running over 30 minutes</li> <li>Targeted obesity in school through lunchtime clubs and extra-curricular</li> <li>Sports Leaders led targeted activities at lunchtimes</li> </ul>		<ul style="list-style-type: none"> <li>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</li> <li>Children can identify examples of 30 minute activities they can participate in.</li> <li>Children can identify and describe PE lessons and objectives covered.</li> <li>Sustained long distance running for Easter Run</li> </ul>	
Sustainability and suggested next steps:					<ul style="list-style-type: none"> <li>Embed timetabled changes to ensure 30 minutes a day activity</li> <li>Run a mile post-COVID challenge</li> </ul>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 67%
<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: £12,540	
				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"> <li>• Sports Specialist Teacher to lead with subject lead on PE across all key stages.</li> <li>• Lunchtime club and extra-curricular provision and opportunities every day for all students</li> <li>• Development of Sport Leaders across Key Stages to raise and maintain profile of PESSPA</li> <li>• High quality staff CPD through team teaching with SST</li> <li>• SST mentoring role for children needing additional support in sport participation</li> <li>• SST establishing links with local schools for competitive competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist sports leader planning and delivering PE lessons</li> <li>• SST CPD for all school staff through team teaching and high quality inset</li> <li>• Mentoring programme established, liaising with learning mentor</li> <li>• G&amp;T timetabled provision</li> <li>• Lunchtime clubs established and monitored by SST</li> <li>• Extra-curricular clubs for all key stages implemented</li> <li>• Easter Run, Spotted Sports and Welbeck Wimbledon competitions across Key Stage 2, monitored and refereed by Sports Leaders.</li> <li>• Sports Leaders leading sessions with younger pupils on multi-skills, cricket and basketball.</li> <li>• Specialised End term Achievement Awards in PPSE</li> </ul>		<ul style="list-style-type: none"> <li>• All children developed progressive skills across all key sports</li> <li>• All children participated in competitive games in PE lessons</li> <li>• All children participated in competitive games across key stages</li> <li>• G&amp;T students able to mentor and instruct peers in key skills and rules of sports</li> <li>• All children can identify at least one extra-curricular sport they have participated in</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Nottingham wide competitions/initiatives for class teachers to now attend with students</li> <li>• Special assemblies on PESSPA, led by Sports Leaders for parents to attend</li> <li>• Regular local inter-school competition participation</li> </ul>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 0%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated: 0</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>Confident and adept staff who can deliver high quality PESSPA learning and PE lessons</li> <li>Staff who develop an appreciation and passion for the importance of PESSPA</li> <li>Staff who continuously highlight the importance and benefits of PESSPA throughout all of their teaching</li> <li>Staff who are confident in identifying gifted and talented pupils in PESSPA</li> </ul>	<ul style="list-style-type: none"> <li>High-quality CPD staff meetings and training on PESSPA termly</li> <li>Team teaching between class teachers and SST</li> <li>LSA and TAs CPD through observation and staff meetings.</li> <li>NQT development through targeted observations in PE</li> <li>Performance management targets linked to PESSPA</li> <li>Delivery of assemblies with PESSPA themes</li> <li>Teaching and learning on necessity of healthy diet and exercise in upper Key Stage 2</li> </ul>		<ul style="list-style-type: none"> <li>Staff questionnaire reflect developing/increased confidence in PESSPA provision</li> <li>Pupil Voice reflect confident teaching and delivery of PESSPA from class teachers</li> <li>Staff inset programme reflects increased provision of CPD opportunities in PESSPA</li> <li>Subject knowledge and confidence of NQTs in addressing PESSPA is targeted and reflected in NQT reports</li> </ul>	<ul style="list-style-type: none"> <li>Ensure immediate resumption of high quality CPD provision post-COVID</li> <li>Performance management targets continue to be linked to PESSPA</li> <li>Identify external, high quality CPD in areas/sports which are not currently being taught or provided for in school</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 19%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated: £3500</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>

<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>• Comprehensive provision of lunchtime and extra-curricular sport and clubs to all students across all key stages by SST</li> <li>• Inter-school competition participation in low-profile sports (dodgeball, netball) led by SST</li> <li>• Annual participation in Mega-fest inclusion sports tournament</li> <li>• G&amp;T register which incorporates every child identifying sports they participate in outside of school, monitored by SST</li> </ul>	<ul style="list-style-type: none"> <li>• G&amp;T register to monitor and track every child's participation in sports in and out of school</li> <li>• Annual participation in competitions across a wide variety of sports such as tag-rugby, Table tennis, football, multi-skills, agility and athletics, gymnastics, netball, cricket, basketball, handball tournaments, dodgeball tournaments, potted Sports, and mega-fest.</li> <li>• SST rigorous tracking of sport and competition participation, identifying children who have not and implementing steps to ensure they are subsequently targeted</li> </ul>		<ul style="list-style-type: none"> <li>• 50% of KS1 and KS2 children have attended an extra-curricular sports club across the year (Sept to March)</li> <li>• Pupils can identify at least 5 different sports they have developed key skills and understanding in.</li> <li>• Pupils can name 3 sports they can access and participate in outside of school provision</li> <li>• Every pupil has identified a new sport from the PESSPA curriculum which they need to develop their understanding of and skills in next year</li> </ul>	<ul style="list-style-type: none"> <li>• Sourcing of cricket competition for forthcoming year.</li> <li>• Identify CPD provision for low-profile sports</li> <li>• <b>Due to COVID lockdown projected targets for competing were unable to be achieved. These targets will be renewed in new year.</b></li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 14%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £2500</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>• All students to participate in a competitive sports consistently throughout the year</li> <li>• Students to develop healthy attitudes to competitive sports and sportsmanship</li> <li>• Students to have positive role models from competitive sports</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous monitoring by PE leads and SST of registers of clubs and extra-curricular participation by all students across all year groups</li> <li>• Every teacher to identify external sports and PESSPA participation of all students in their class for the G&amp;T register</li> <li>• Consistent participation in inter-school competitions in football, tennis, dodgeball, handball</li> <li>• SST established links with local school and Nottingham-wide co-ordinators to ensure every potential competition is known and available to school</li> <li>• PE units to conclude with competitive games in which children use developed skills</li> <li>• SST enter school into regular competitions across wide variety of sports</li> <li>• Character curriculum assemblies on resilience and sportsmanship</li> </ul>		<ul style="list-style-type: none"> <li>• 30% KS1 and KS2 participated in competitions this year (Sept – March)</li> <li>• 100% of children participated in competitive sport at end of all PE units</li> <li>• <b>Due to impact of COVID, unable to hold competition opportunities in summer term</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify role models from across variety of sports to visit and discuss competitiveness and PESSPA participation</li> <li>• Increased participation in Nottingham wide competitions across a variety of sports, including cricket.</li> </ul>

	<p>delivered by class teachers to raise profile of healthy competitiveness</p> <ul style="list-style-type: none"> <li>• SST identify healthy role models to visit school and discuss and share experiences in competition</li> </ul>			
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Signed off by	
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Date:	28 <sup>th</sup> July 2020
Subject Leader:	Ronan Cobbe
Date:	23 <sup>rd</sup> July 2020
Governor:	J Downey
Date:	27 <sup>th</sup> July 2020