

# 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 2019:	Areas for further improvement and baseline evidence of need:
<p>During 2019/2020 academic year Northbourne CE Primary School engaged and competed in regional leagues, tournaments and competitions for a range of sports, including: rugby, football, athletics, multi-sports, cross-country, dance, swimming.</p> <p>Northbourne CE Primary School are the current holders of the Dover, Deal &amp; Sandwich small schools football trophy.</p> <p>During 2019/2020 Northbourne CE Primary School appointed a local sports specialist team to introduce new PESSPA activities to the curriculum and extra curricular clubs, including: archery, bocha, fencing</p>	

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>	Due to Covid we were unable to provide our Year 6 pupils with their usual summer term swimming provision.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	Yes/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.

Academic Year: 2019/20		Total fund allocated: £17080	Date Updated: 22/07/2020	
<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:
				12%
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:
Ensure all pupils have access to 30 minutes daily physical activity, in excess of designated PE sessions.	Adult led, structured physical activities and games on the playground / field at lunchtime.  2x30 minute daily sessions to cater for all pupils.  Led by Premier Sports coaches, alongside on duty TAs and MDS.	£50 per week's lunchtime coaching sessions  £2000 for the year	Improved behaviours for learning and behaviours for play during lunchtime.  Decrease in lunchtime behaviour issues and first aid incidents.  Pupil voice feedback on positive impact of increased lunchtime offer.	Review July 2020 – TAs and MDS more confident in leading and modelling lunchtime organised activities.  Next step: Develop pupil led sessions (Sports Leaders)
Weekly Greenacre sports sessions, inc. dance, cheerleading and gymnastics, as part of designated PE sessions.	Led by Premier Sports coaches, alongside Teachers and TAs.	Included in costings for Key Indicator 2 & 3.	Wider offer of PESSPA activities fully attended, including specialist sessions such as cheerleading and dance.	Review July 2020 – Teachers and TAs more confident in leading and modelling dance, cheerleading and gymnastics.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				75%
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:
To foster high expectations of all pupils, develop resilience and stamina, and celebrate achievements, in order to build strong behaviours for learning across all areas of learning, with a particular focus on impacting writing stamina.	<p>Premier Sports to role model and celebrate examples of resilience and stamina throughout sports sessions.</p> <p>Premier Sports to utilise our school values to celebrate pupils resilience and stamina, linked to celebration assembly certificates.</p> <p>Premier Sports coaches utilised in class as additional adult support x2 week (Yr 2/3 identified focus support).</p>	<p>£270 = 1x Premier Sports coach for 2 days per week</p> <p>£10,800 for the year</p>	<p>Evidenced via value certificates celebrated in celebration assembly.</p> <p>Pupil voice feedback – pupils able to recognise transferable skills, such as resilience, between sport, forest school and the classroom.</p> <p>Pupil conferencing feedback, focused on writing achievements.</p>	Review July 2020 – Develop permanent Sports Coach position for 2020 / 2021 in order to build on the wider reaching impact of sports role models in school.
To repair, maintain and upkeep a safe outdoor playing surface and outdoor equipment in order to promote sports, fitness and an active lifestyle.	<p>Repair heavily damaged sports field surface to make fit for purpose.</p> <p>Remove all pests (moles, rabbits) causing significant damage to sports field. Provide continuing monitoring and removal of pests. Repair all holes in sports field. Roll and compact down sports field to provide a safe playing surface for football and athletics.</p>	<p>£1600 = annual pest control and maintenance contract with Pestbusters East Kent.</p>	<p>Playing field free of mole hills and rabbit burrows. No trip hazards (mole hills, rabbit holes) on sports field. Flat, safe playing surface for football and athletics</p>	Review July 2020 – Continue annual contract in order to upkeep safe playing surface.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Built into the 75% in Key Indicator 2
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 the quality of PE teaching to ensure all sessions are Good and Outstanding.</p> <p>Improve the confidence and ability of all staff to deliver Good and Outstanding PE and sport provision.</p>	<p>Premier Sports coaches to model expert PE and games session to teaching staff, TAs and MDS.</p> <p>Premier Sports coaches to utilise teaching staff, TAs and MDS to deliver sessions alongside them.</p> <p>Premier Sports coaches and school staff to jointly assess pupil progress and attainment in PE.</p>	<p>£270 = 1x Premier Sports coach for 2 days per week</p> <p>£10,800 for the year</p>	<p>Pupils recognise the high expectations staff have of them through well planned and structured PE sessions, led by all staff, including Premier Sports, teachers and TAs.</p>	<p>Review July 2020 – Develop permanent Sports Coach position for 2020 / 2021 in order to build on the wider reaching impact of sports role models in school.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
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:
Introduction of wider option of sports experiences, via PE sessions, after school clubs and lunchtime clubs, leading to more pupils experiencing a broader range of activities and experiences.	2x week - Premier Sports coaches to introduce a wider option of sports and to resource specialist sports equipment to enhance the experiences. Inc. fencing, bocha, curling, archery, lacrosse.	£45 = 1x Premier Sports coach for an after school session.  £2000 for the year	All clubs fully subscribed to (20 pupils per club).  All age ranges received access to a broad sports curriculum, including experiences with minority sports.	Review July 2020 – Develop permanent Sports Coach position for 2020 / 2021 in order to build on the wide offer of sports available to the pupils.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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>Breadth of opportunities for pupils to represent the school in competitive sporting fixtures.</p> <p>Ongoing programme of competitive in-school fixtures, built around a structured and competitive house system, giving opportunity to all pupils.</p>	<p>Engage and compete in regional leagues, tournaments and competitions for a range of sports, including: rugby, football, athletics, multi-sports, cross-country, dance, swimming.</p> <p>Invest in new sports kit to provide a sense of pride in representing the school.</p> <p>Mini bus trained staff to facilitate travel to events.</p> <p>Ensure Sports Day structure provides opportunity for running and field events participation for all pupils.</p>	<p>£130 = 1x staff member trained on mini bus.</p> <p>Free = Premier League sponsored football kits for school</p> <p>£200 = subsidies for local sporting leagues.</p>	<p>Pupils will gain experience and sense of pride associated with competing competitively, both within and outside of school.</p> <p>Pupils will be able to articulate and report on achievements and celebrate sporting milestones as a school community.</p> <p>Staff will be able to provide essential transport to and from sporting fixtures.</p>	<p>Review July 2020 – Additional staff member needed to be mini bus trained in 2020-2021.</p> <p>PSHE lead to revisit the house point system in order to incorporate sporting achievement in weekly celebration assemblies.</p> <p>Sports Day to be the culmination of yearlong House competition.</p>



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