

# 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Star mark accreditation</li> <li>• New badminton planning and equipment used and delivered including a house competition for the year 1s</li> <li>• Training for active learning and healthy living attended by Mr Holmes and Mr Marsh and ideas shared with staff.</li> <li>• Training for all staff on ideas for active woodland learning delivered by Surrey Outdoor Learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Inviting in professionals to do workshops covering new and interesting once it is safe to do so.</li> <li>• Deliver and review the new planning for games</li> <li>• Review sports day. How to make the afternoon more involved and active.</li> </ul>

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Supported by:



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	
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:
<ul style="list-style-type: none"> <li>Extend the amount of physical activities offered in lessons and increase children's opportunities to engage in fun, outdoor physical learning.</li> <li>Raise the profile of physical outdoor learning by booking training for staff in forest-school-style teaching so that we can deliver new, exciting outdoor lessons.</li> <li>Raise children's awareness of a range of sports through workshops run by specialist coaches.</li> </ul>	<ul style="list-style-type: none"> <li>Time set aside for the planning of outdoor physical learning in the woodland area.</li> <li>Each term, all year groups to plan and teach active forest-school style lessons utilising the school's grounds and woodland area.</li> <li>Sports coaches visiting the school and new sports to be introduced to the planning.</li> </ul>	<ul style="list-style-type: none"> <li>NA – time was taken when the children were watching Pied Piper</li> <li>TBC</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have begun to plan and implement active outdoor learning in the woodland area. The initial goal is to have at least 3 sessions a half term. Year 1's stickman project involved outdoor safety, whittling and binding sticks and decorating their stickman using natural resources. Year 2 used knots and lashings skills to make a spider's web using sticks and string and reception learnt fire safety and how to cook popcorn over a fire.</li> <li>Sports coaches NA covid.</li> </ul>	<ul style="list-style-type: none"> <li>Roll out the new planning over each half term. Review and improve for next year</li> <li>Invite sports leaders to introduce the children to new, unfamiliar sports as and when it is safe to do so.</li> </ul>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<ul style="list-style-type: none"> <li>• Increase confidence, knowledge and skills in the teaching of P.E through Active Surrey training for staff.</li> <li>• Introduce new sports to the children and help teachers broaden subject knowledge and confidence by inviting specialist coaches to come in and run workshops.</li> <li>• Include a wider range of sports in the school's P.E. curriculum in order to broaden the opportunities for children to experience and enjoy physical activities.</li> <li>• Further increase confidence, knowledge and skills of all teachers through improved planning, teaching and learning by our continued participation in the Active Surrey Star Mark Award Scheme.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr Holmes (P.E subject leader) and Mr Marsh (P.E. teacher during PPA time) to attend <i>Developing Healthy Lifestyles training</i>.</li> <li>• Book workshop days that inspire enjoyment and engagement of new sports and activities (athletics, skipping, rugby, dance).</li> <li>• Time set aside for P.E. subject leader to revise all P.E. plans to include a wider range of physical activities, with a focus on different sports each half term.</li> <li>• Introduce Star Mark approved ideas into our planning across the whole school.</li> </ul>	<p>£102.00 P.E training course.</p> <ul style="list-style-type: none"> <li>• TBC</li> </ul> <p>NA – time was taken when the children were watching Pied Piper</p> <p>Star Mark Scheme £160</p>	<ul style="list-style-type: none"> <li>• <i>Developing Healthy Lifestyles training</i>: use of many of the activities that were delivered during the session in the planning for playground games. The session was good for developing the attendee's subject knowledge and confidence delivering active learning throughout a school day. Ideas and notes were shared during staff meeting so all teachers could try out the ideas.</li> <li>• Workshop days on hold due to covid</li> <li>• New P.E plans including 6 new sports: tag rugby, netball, hockey, trigolf and quick cricket rolling out in 2020/2021 across KS1.</li> <li>• Star Mark accreditation received. P.E planning continues to be revised to include improved ideas from the star mark scheme.</li> </ul>	<ul style="list-style-type: none"> <li>• Periodically, use staff meetings to remind teachers about movement break techniques learnt on the training course and check that we are using them as a way of helping the children to focus/refocus or take a break when necessary.</li> <li>• Investigate possible workshops for when restrictions are lifted.</li> <li>• Review lesson plans for new games and revise with Mr Marsh (this has worked well so far in the 2020/2021 year).</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<ul style="list-style-type: none"> <li>• Training for staff in forest-school-style learning in order to increase knowledge of ways to offer physical learning across the curriculum and forest-school-style learning in its own right.</li> <li>• Increase children's knowledge of different sports by revising planning and include Star Mark Award approved ideas in order to improve on last year's level 1 Star Mark Award.</li> <li>• Focus on new sports in order to extend the range of activities we offer the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Training workshop on forest-school-style teaching and learning for all class teachers.</li> <li>• Release time for subject leader to revise and improve P.E. planning, utilising Active Surrey Star Mark ideas.</li> <li>• Buy equipment and resources in order to introduce and deliver new sports in the curriculum.</li> <li>• Include 'Maths of the day', active learning in weekly planning.</li> <li>• SCL Lunchtime sessions x 2 per wk</li> <li>• Repair, replace and maintain equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Surrey Outdoor learning Workshop £642</li> <li>• Wild Learning workshop £200</li> <li>• Release time NA</li> <li>• Badminton equipment set £219.99</li> <li>• Badminton Coloured fluff ball pack of 36 £24.99</li> <li>• TriGolf complete set £249.99 <ul style="list-style-type: none"> <li>• 12 netballs size 4 £71.88</li> <li>• Floor basketball set x4 £139.96</li> <li>• Chipping trainers for YR outside area £42.96</li> </ul> </li> <li>• Maths of the day £545</li> <li>• SCL £3085</li> <li>• Repair, replace maintain £1936.65</li> </ul>	<ul style="list-style-type: none"> <li>• All year groups have taken part in two outdoor learning workshops (SOLD and WILD) which taught new skills and helped teachers to envisage how we might write our own plans for a structured, series of outdoor lessons.</li> <li>• New equipment has been purchased to deliver the new games planning.</li> <li>• New, more appropriate tennis balls and rackets have been ordered to replace and or upgrade the existing equipment.</li> <li>• Tri-golf equipment was out of stock but is now available and an order has been filled out.</li> <li>• Children love the SCL lunchtime activity. They are able to take part in year groups and it encourages them to play with children they may not normally choose to ply with. They can also use the skills they have been learning in P.E</li> <li>• Gym equipment was checked and maintained, sports benches had repairs and the astro turf required fixes for two holes.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and improve planning for outdoor learning.</li> <li>• Identify opportunities to include active woodland activities in core curriculum and foundation subject learning.</li> <li>• Continue with SCL provided lunchtime activities.</li> <li>• Identify any other resources that need replacing or that are required, such as new mats for the hall.</li> </ul>

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:
<ul style="list-style-type: none"> <li>To involve the children in inter-school activities in order to improve confidence and enjoyment of competitive physical activities.</li> <li>To introduce intra-school competitions to increase the opportunities to partake in competitive sports and further increase engagement and enjoyment of physical learning.</li> <li>To revise to format for the school sports day to include and celebrate the physical learning we have engaged in over the year.</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 and year 2 to take part in inter-school multi-skill festivals at Rodborough School.</li> <li>Year 1 to enter mixed gender teams in the Farncombe Boys F.C football festival.</li> <li>Year 2 to enter mixed gender teams in the Aldro School football festival.</li> <li>Begin to introduce end of unit house competitions for Tag Rugby, Tri-Golf, Netball, badminton, cricket and hockey.</li> <li>Revise the sports day format to be more active in the afternoon session and include our daily dash.</li> <li>afterschool clubs for pupil premium children</li> </ul>	<ul style="list-style-type: none"> <li>Coaches to Rodborough School. £665</li> <li>Cover for Mr Holmes to attend football festivals £558</li> <li>NA</li> <li>NA</li> <li>£117</li> </ul>	<ul style="list-style-type: none"> <li>Unable to attend due to covid</li> <li>School team competitions rolling out in 2020/2021. The children really enjoy the competitive element and it is a good opportunity to assess their developing skills. The competitions promote team work and togetherness and being in a team creates a sense of belonging and pride for the children.</li> <li>PP children given opportunity to attend clubs they may have not otherwise has access to.</li> </ul>	<ul style="list-style-type: none"> <li>Rearrange festivals as and when we are allowed.</li> <li>House competitions to be introduced in 2020/2021 and onwards.</li> <li>Sports day format to be revised</li> </ul>

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



Governor:	
Date:	