

## Evidencing the Impact of Primary PE and Sport Premium -Guidance & Template-

Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this. Schools are required to [publish details](#) of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

Revised September 2016

Schools must include t

Developed by  
• how much PE and sp



association for  
**Physical  
Education**



**YOUTH  
SPORT  
TRUST**

- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

**OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.

**HOW TO USE THE PRIMARY PE AND SPORT PREMIUM**

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:



- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

**SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE**

Guidance on the primary PE and sport premium can be found at [gov.uk](#).  
Annex 1 – Primary PE and Sport premium – Online reporting template

Name of school: [Click here to enter text.](#)

Academic: [Click here to enter text.](#)

- |  |     |
|--|-----|
| In previous years, have you completed a self-review of PE, physical activity and school sport?                     | Yes |
| Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? | Yes |
| Is PE, physical activity and sport, reflective of your school development plan?                                    | Yes |

Are your PE and sport premium spend and priorities included on your school website?

Yes

**SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.**

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out all of the below:
• What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	Choose an item.%
• What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	Choose an item.%
• What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	Choose an item. %
• Schools can choose to use the primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
-------------------------	------------------------------------	--

<p>Current priorities in school are:</p> <ol style="list-style-type: none"><li>1) Increase participation in after school clubs, with a particular focus on the summer term.</li><li>2) Provide a wider variety of opportunities for children to practice key skills in different sports.</li><li>3) Provide opportunities for children to use these skills in competitive situations including festivals and central venue leagues.</li><li>4) Improve teacher awareness of assessment systems and required progression of skills from EYFS through to Year 6.</li><li>5) Achieve School Sport Games Bronze award for attending School Sport Games events.</li><li>6) Raise the number of children on the gifted and talented register.</li></ol>	<p>What evidence is there of impact on your objectives?</p>	<p>Does this impact reflect value for money in terms of the budget allocated?</p>
---	---	---

**Vision:** ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

**Objective:** To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

### **SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR**

**Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.**

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

Academic Year: <b>2019/2020</b>		<b>Total fund allocated: £16000</b>					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <b>Impact on pupils</b>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
5. increased participation in competitive sport	Making inter school sport competitions more accessible to pupils across the school.	Transportation to sporting events.	£2000		Regular transport provided to local swimming baths for KS2 children. Transport to and from tournaments including festivals and school sport games events enabling competition. <b>COVID-19 permitting</b>		To continue for the next academic year.
4. broader experience of a range of sports and activities offered to all pupils	New SLA agreed and signed, moved clusters to Bishop Auckland cluster group. SLA includes:	Education Enterprise SLA	£6000		Tracking to monitor children's participation in festivals/ Level 2 and Level 3 competition. <b>COVID-19 permitting</b>		Offering a different variety of clubs for extracurricular groups each half term. Begin to look into other providers linked

	39 afternoons of PE support/ outside coaching per week. 39 after school clubs. Access to 4 weekly central venue leagues 3 twilight based CPD sessions, competitions, and festivals package.						to key skills for inter school festivals and events and build participation aiming to achieve School Sport Bronze mark. Providing children with access to regular, organised competitive sport leagues and festivals to implement skills learnt during PE lessons. CPD twilights for staff in requested areas to improve confidence in delivery. Planning and assessment.
1. the engagement of all pupils in regular physical activity – kick-	Encourage children to take part in all PE sessions without worrying about kit and	Purchase of a replacement/old/ Kit for new starts as and when it is needed to compliment previous years	£500		Ongoing		Making PE more inclusive for those who do not have suitable PE kit at home. Replenishing kit each year as kits

starting healthy active lifestyles	avoiding stereotypes.	whole school kit and washing machine order.					are grown out of/lost/old.
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	Using equipment to raise the profile of sport. Improving equipment, engagement, enjoyment and participation.	Purchase of updated PE equipment and trophies and medals for rewarding achievement.	£600		Ongoing		Providing incentives for children to take part in intra-school events and given rewards when complete. Trophies to be purchased each year to run in line with intra school events which will be developed.
4. broader experience of a range of sports and activities offered to all pupils	Increased opportunity for children to experience and access play/ a variety of activities and provision across the whole school site in a variety of	Investment into facilities/equipment to support the OPAL programme. Including artificial paths for field for access all year round, equipment for the school field such as goalposts and outdoor learning (e.g. camp	£5000		Engagement of children in break and lunch time activities, decrease in behavioural problems across a lunchtime, improved access to whole school site all year round and opportunity for school to host inter and intra school events as a result in improvement of		Once put in place both the equipment and facilities will be durable and last for years. Artificial turf will allow for access to the whole school site all year round and a marker for

	different conditions	building equipment).			facilities. Achievement of OPAL award after a period of 12-18 months. Investment/development of multi-use sport area on field to include football pitch/MUGA style.		the daily mile – to improve children’s daily activity. It will allow the school to host future sporting events in school and outside of school.
--	----------------------	----------------------	--	--	---	--	---

Completed by (name and school position): Carl Vincent, Class Teacher, PE Co-ordinator

Date: 08/10/2020



Review Date: 08/07/2021