

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Increased pupil participation within P.E. lessons.</li> <li>• Improved pupil behaviour and attitudes to P.E.</li> <li>• Enhanced inclusive curriculum provision.</li> <li>• Breadth and balance within the subject, ensuring that there is not a focus on just games, but other curriculum areas such as gymnastics, athletics and dance.</li> <li>• Extra-curricular activities offered to different 'bubbles' in the autumn term and summer term 2.</li> <li>• Enhanced quality of teaching and learning.</li> <li>• Improved standards of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• To meet the national curriculum requirements for swimming and water safety.</li> <li>• Continued Staff CPD opportunities to ensure high quality first teaching.</li> <li>• Whole school scheme of work to continue to ensure there is breadth and balance within the subject, in all key stages.</li> <li>• More robust assessments against progression of skills document.</li> <li>• Update sports equipment, where necessary.</li> <li>• Greater attendance at competitions.</li> <li>• Gain Sports Mark Award</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES \*

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £7,115</b>	<b>Date Updated: 21.7.21</b>	
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b> £7115
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p><i>Give an opportunity to all children to be able to participate in physical activity.</i></p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p><i>Install an all-weather running and activity circuit that can be used by all members of the school community, in all weather conditions.</i></p> <p><i>Lunchtime after school running club. Lunchtime club with personal best challenges.</i></p>	<p>Carry over funding allocated:</p> <p><i>£7,115</i></p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p> <p><i>More children are engaged in physical activity. Children have opportunities for social interactions with others during activities.</i></p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p><i>The track will be an all-weather installation and therefore can be used for a number of years to come.</i></p>

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p><i>We have been unable to take the children swimming since October 2019. Prior to the global pandemic the swimming baths were closed due to the roof being deemed unsafe and repairs being undertaken. There has been no provision for the school to attend swimming lessons for the whole of the 2020-2021 Academic Year. Assessments are based on the children's outcomes when they were in Year 4.</i></p>
<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>	<p>38%</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>17%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>4%</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/<b>No</b> <i>See statement above.</i></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> 2020/21		<b>Total fund allocated:</b> £22698		<b>Date Updated:</b> 21.7.21			
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 11%		
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:			
<ul style="list-style-type: none"> <li>Give an opportunity to all children to be able to participate in physical activity.</li> <li>Implementation of daily challenge activity each term, including daily mile and skipping challenge.</li> </ul>		<ul style="list-style-type: none"> <li>Install an all-weather running and activity circuit that can be used by all members of the school community, in all weather conditions. Lunchtime after school running club. Lunchtime club with personal best challenges</li> <li>PE Teaching Assistant to deliver daily wake up and shape up sessions for all pupils.</li> <li>Class teacher to schedule a time each day to implement a daily activity challenge and record each pupil's achievement.</li> </ul>		£1,010 (Total cost of track will be £8,125, of which £7,115 will be funded from last year's premium carried forward).  £1,568 PE Teaching Assistant		<ul style="list-style-type: none"> <li>More children are engaged in physical activity. Children have opportunities for social interactions with others during activities.</li> <li>Engage more pupils in daily activity.</li> <li>Raise school profile of PE</li> <li>Promote healthy lifestyles in young children.</li> <li>All children gain a sense of personal achievement.</li> </ul>	
				Sustainability and suggested next steps:			
				<ul style="list-style-type: none"> <li>The track will be an all-weather installation and therefore can be used for a number of years to come.</li> <li>Implement a personal challenge activity 1 x weekly for each class.</li> </ul>			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				30%
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>• Increased pupil participation during lessons.</li> <li>• Improved attitudes to PE</li> <li>• Enhanced inclusive curricular provision</li> <li>• High quality equipment available for a range of sport</li> </ul>	<ul style="list-style-type: none"> <li>• Continued employment of PE Teaching Assistant.</li> <li>• PE Teaching Assistant to ensure all children have necessary kit prior to lesson.</li> <li>• PE Teaching Assistant to continue to encourage the participation of reticent children during lessons.</li> <li>• PE Teaching Assistant to assist with any adaptations needed to ensure the lessons are accessible to all pupils to meet individual needs.</li> <li>• PE Teaching Assistant to audit equipment each half term.</li> <li>• Audit of equipment by specialist service providers.</li> </ul>	<p>£3,200 PE Teaching Assistant</p> <p>£3,000 (New P.E. equipment)</p> <p>£500 (Equipment safety check.</p>	<ul style="list-style-type: none"> <li>• Greater percentage of pupils attaining age related expectations in P.E.</li> <li>• Engage more pupils in school sport.</li> <li>• Raise school profile of PE</li> <li>• Promote healthy lifestyles in young children.</li> <li>• Quality equipment will be available for a range of sports.</li> </ul>	<p>Continued employment of PE Teaching Assistant to maintain the smooth running of PE lessons. Spare kit is supplied to children who have not got their own and the kit is laundered after use. All equipment is well maintained and replaced where necessary.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<ul style="list-style-type: none"> <li>• Purchase a coherent and sequenced scheme of work</li> <li>• To provide CPD opportunities for all staff delivering PE lessons.</li> <li>• All staff hold Level 1 swimming training certificate.</li> <li>• .</li> </ul>	<ul style="list-style-type: none"> <li>• All PE facilitators throughout the school can access and follow a set of progressive plans.</li> <li>• CPD opportunities delivered by PE specialist.</li> <li>• Level 1 Swimming Training</li> </ul>	£2,000 (Scheme of work) £3,600 (Continuous Staff CPD) £320 (Swimming training – Level 1)	<ul style="list-style-type: none"> <li>• Pupils build on skills year on year.</li> <li>• Through a PE curriculum that has breadth and balance.</li> </ul>	Audit of skills of all staff. CPD opportunities for staff members where needed.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%
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>• Provide a range of extra-curricular clubs both at lunchtime and after school.</li> <li>• Provision for children identified as Pupil Premium to be attend after school and lunchtime clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• PE specialists to deliver extra-curricular lunchtime and after school clubs.</li> </ul>	£5,000	<ul style="list-style-type: none"> <li>• Provide pupils with opportunities to sample a range of different sports.</li> <li>• Engage more pupils in school sport.</li> <li>• Promote healthy lifestyles in young children.</li> </ul>	Continue to provide all children with the opportunity to attend extra-curricular activities at lunchtime and after-school.



			<ul style="list-style-type: none"><li>• <i>Greater number of children graduation from Children's University.</i></li></ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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>Attend School Games competitions.</li> <li>Attend School's Network competitions.</li> <li>Compete in intra school competitions for all school years groups.</li> </ul>	<ul style="list-style-type: none"> <li>PE Specialist and PE Teaching Assistant to deliver inter school competitions.</li> <li>PE Teaching Assistant to support children at competitions.</li> <li>Transport to competitions</li> <li>Continue to promote school games.</li> </ul>	£500  £2,000 (Transport)	<ul style="list-style-type: none"> <li>Engage more pupils in school sport.</li> <li>Promote healthy lifestyles in young children.</li> <li>Gain School Games award.</li> </ul>	Greater attendance at a wider range of School Games competitions. Sustained attendance at School's Network competitions. Attain School Games Mark.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Susan Talbot
Date:	22.7.21
Governor:	
Date:	