

# 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:
<p>Increased participation in competitive events with other schools                      Development of quality of teaching of PE through staff training and resources associated with RealPE curriculum                      Increased participation at after school clubs                      Increased range of after school clubs available to all children                      Further opportunities for deep water swimming and learning additional swimming skills                      Increase in pupils' awareness of importance of regular exercise through use of activity monitors</p>	<p>Children carrying on active lifestyle at home                      Further increasing pupil participation in extra curricular activities                      Increasing engagement in inter-school competitions                      Providing catch-up swimming for those who have not achieved the standard                      Ensuring equipment in school and at home is sufficient, and of sufficient quality and condition, for the children to maintain a high level of daily activity                      Widen roll-out of use of activity monitors</p>

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

YES/NO \* Delete as applicable

**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: £</b>	<b>Date Updated: 24/03/2021</b>		
What Key indicator(s) are you going to focus on? Key Indicators 1 & 4				Total Carry Over Funding: £1139
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To improve children’s gross motor skills and core strength through a wider range of regular physical activity</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Enhancement of range of large-scale equipment designed to build core strength and agility</p>	<p>Carry over funding allocated:</p> <p>£1139</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>Equipment due to arrive March 2021</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>Long-term investment in equipment, broadening pupils’ experience of a range of activities offered to all.</p>

Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2021.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	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.

<b>Academic Year: 2020/21</b>		<b>Total fund allocated: £16590</b>		<b>Date Updated:24/03/2021</b>	
<b>Key indicator 1: 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</b>					Percentage of total allocation: 21%
<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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
Increase the pupils' appreciation of exercise on health, challenge themselves and work as a team to extend exercise levels	Widen provision of activity monitors for all children in Year 2 to Year 6, have daily update linked to personal best and team challenges, use of data to support maths and English work.	£1000	Pupils aware of importance of exercise and how to monitor and improve on their activity during the day. Data used to develop maths skills	Set daily targets to become part of weekly awards assembly, developing whole school awareness	
All children should develop their gross motor skills through regular, structured activities at home and at school gaining enjoyment from acquiring and improving on a range of sports skills	Staff to work together to determine core bank of equipment for children to use in school or home (Bean bags, skipping rope, quoits, tennis racquet and ball, football, markers etc), purchase, sort and distribute, identify activities routines and challenges appropriate for age of pupils	£2500	Skipping has become a daily event for many children following school reopening, plenty of quality equipment for children to take pride in activities, staff aware of events and challenges to make playtimes more active	Ensure all children encouraged to use their own bank of equipment regularly to develop their range of skills at playtimes and when at home.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation: 22%
<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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Use individual and group achievement in PESSPA events as driver for rebuilding self-esteem, resilience personal challenge, team work skills and pride in the school	Develop staff expertise and resource bank to implement Positive Playtime approaches, increased opportunities for personal and house/class team challenge and competition and as focus in before and after school clubs, including reflection time	£3700		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Provide all staff with access to a wider range of PE teaching resources, with training, to encourage development of basic skills, balance and co-ordination	Purchase RealGym, RealDance and RealPE at Home, give staff training and roll out to all staff. For RealPE at Home, distribute log-ins and monitor take-up at home during school closures	£1200	Pupils developing skills in components of movement, gaining a clearer understanding of the elements of movement and balance which can be put together for a wide range of sports	
Buy in professional coach to provide staff development opportunities in team sports	Weekly opportunities for teaching and support staff to work with coach to build coaching and teaching skills in a range of sports	£2400		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
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:
Additional achievements: Enable all pupils to try out and develop skills in a range of athletics events in addition to building their stamina for running	Refurbishment of long-jump pit and run-up CPD for staff to deliver range of running, jumping and throwing activities Purchase of equipment relevant to age of pupils to achieve the above	£1000 £500 supply costs £800		



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21%
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:
Encourage all pupils to engage in competitive sport (within a restricted range this year) with Intra and Inter school events	Buy into the support offered by local SGO Encourage all children to take part in Koboca Challenges during school closure – monitor participation	£1500	Pupils took part in challenges when school was closed to most children, some at home, most in school. Useful external competition generated some thoughtful discussion about PE, team work etc.	
Budget for resumption of interschool face to face competitive events, including staff costs, equipment and transport	Use of HLTA to organise school participation in a wider range of events, monitoring data of participants including protected characteristics, putting measures in place to widen groups of children taking part	£2000	Wider events still limited; school signed up for MoveIt week.	

Signed off by	
Head Teacher:	<i>James Stanford</i>
Date:	Sept 2020
Subject Leader:	<i>James Stanford</i>
Date:	Sept 2020
Governor:	Vanessa Lucas
Date:	Sept 2020