

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 **31st 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:
Due to Covid everything has been on hold. However, all children have been part of PE lessons twice a week and have been increasing their fitness levels since Covid.	<ul style="list-style-type: none">• To restart competition in school and outside of school• To start swimming again after Covid restrictions have been lifted

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.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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? N.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.	81% prior to lockdown and swimming pools being closed.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not assessed due to Covid and swimming pools not being open
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?	Not this year due to Covid

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: 2020/21	Total fund allocated: £	Date Updated:		
<p>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</p>			Percentage of total allocation:	
			33.9%	
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?:	Sustainability and suggested next steps:
Engagement of all pupil in physical activity.	Timetabled slots for PE lessons. Each class has two PE session a week for 45 minutes – 1 hour.	NA	Children are having two hours physical activity within lessons and are enjoying the variety of activities offered.	Update clubs for children next year.
Engage children in structured physical activity during lunchtimes.	Midday supervisor trained in Playpod that allows for structured lunchtime play and gets children active for 30 minutes.	£6611.13	Children are active during playtime sessions and children from different year groups interact. This allows older children to take on an active role in playing and exercise with younger children.	For midday supervisors to have CPD training on setting up games and engaging all children in playtime activities.

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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:
Engagement of all pupil in physical activity.	Timetabled slots for PE lessons. Each class has two PE session a week for 45 minutes – 1 hour.	NA	Children are having two hours physical activity within lessons and are enjoying the variety of activities offered.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41%
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:
Sports Specialist teaches PE 1.5 day a week and all children and teachers are involved throughout the year. He supports the PE specialised in running house competitions. The coach works with SEN children for 20 minutes a week to help with their core skills.	To improve the knowledge and skills of teachers. The coach has been observing teachers this year and giving them feedback on their lessons.	£6894	Teachers are more skills in the teaching of PE, they are now teaching alongside coach. Children enjoy PE and are taking part in more competitions throughout the year. SEN children are increasing their motor skills with small sessions.	To continue with school tournaments as this was was postponed due to Covid 19.
PE pal update- This is an ipad that contains lesson plans from Atlas sports. Teachers can access high quality PE lessons and access children on the spot. Teachers can see where there is a weakness in their class.	Teachers are teaching high quality PE lessons that are well structured and follows a rolling programme to allow children to have a broad range of sporting activities throughout the school year.	£994		Teachers to become confident in using the after Covid has affected how we do PE- e.g. sharing of equipment and mixing of bubbles.

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
25.5%

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: Highly trained forest school teachers who teacher through ks1 to allow children outdoor learning. High quality equipment bought to ensure high quality teaching.	Children are having a high quality of learning outdoors. This is helping them to achieve their half an hour of exercise each day. Sport equipment needs updating to ensure safety and fun for the children. We are ensuring we have enough equipment so all children can be active throughout lessons. This includes play equipment for bubble classes as equipment cannot be shared in covid.	£3870.52 £179.29	Children are engaged in outdoor learning and understanding the world around them whilst taking part in physical activity. Children have access to high quality equipment.	To ensure that all KS1 children are having high quality teaching and that children. Keep updating equipment. Any equipment that is no longer needed is donated to families to help them keep active at home.

<p>Active ten signs to ensure children are participating in daily exercise.</p>	<p>These are signs on the playground that give children a series of exercises to do in 10 minute slots.</p>	<p>£72</p>	<p>Children are working towards achieving their 30-minute slot of exercise every day.</p>	<p>Ensure every class is partaking in this.</p>
<p>Children scrap store subscription allowing children to be active throughout playtime and lunchtime.</p>	<p>Equipment to allow for an active playtime.</p>	<p>£850</p>	<p>Children are being active in their playtimes.</p>	<p>Continue to update the equipment</p>

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:
NA DUE TO COVID 19 AND NOT BEING ALLOWED TO CROSS BUBBLES.				

Signed off by	
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Date:	9.7.21
Subject Leader:	H Nesbitt
Date:	7.7.21
Governor:	
Date:	