

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 **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](#).

Created by:



Supported by:



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"> • Equipment purchased to ensure hat all aspects of the PE curriculum can be taught • PE progression grids in place • PE scheme purchased and staff have access to a range of resources to aid teaching and learning • Sports coach employed to support PE lessons across school • Sports coach increases active participation at break and lunch times 	<ul style="list-style-type: none"> • To develop and monitor the impact of the PE scheme and progression grid • To develop tier 2 and 3 vocabulary in PE • To promote a sports leaders programme to increase physical activity and active participation at break and lunch times • To reintroduce competitive sports – inter and intra

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: October 2020	
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?:

<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>Due to school closures in March 2020 and continued disruption to schooling in 2020-21, this cohort had little or no access to swimming and comprehensive assessments were not fully completed</p>
<p>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.</p>	<p>Covid-19 prevented any swimming from taking place.</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>Covid-19 prevented any swimming from taking place.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Covid-19 prevented any swimming from taking place.</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>No We wanted to provide the cohort with extra booster swimming lessons but due to government restrictions and guidelines we were unable to provide this in 2020-21</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.

Academic Year: 2020/21	Total fund allocated: 18560	Date Updated: October 2020		
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				Percentage of total allocation:
				84%
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:
To ensure that playtimes and lunchtimes provide all children with the opportunity to be actively engaged in physical activity Provide after school clubs in order to offer a wide range of sports for all year groups	<ul style="list-style-type: none"> To provide a sports coach available at lunchtimes to facilitate competitive sporting activity To provide equipment for a range of competitive sporting opportunities and non competitive available to children at all playtimes and lunchtimes To discuss with pupils the after school clubs they would like to experience and plan to have a variety of clubs available for different key stages across the year 	£13,256.13 £2,323.38	All children can now participate in a minimum of 30 minutes daily physical activity, supported by adults All children have access to equipment which can be self selected to enhance play and encourage physical activity After school clubs were unable to take place due to restrictions regarding mixing of classes	Further develop this as we reintroduce mixed break and lunchtimes Further enhance provision available Reintroduce after school clubs as soon as possible and identify which clubs children would like to access.
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:

<p>Subject leader to be supported to identify key areas for development via 'intent, implementation and impact' framework</p> <p>Subject leader to be supported in her new role via coaching and professional development</p> <p>All children to have the opportunity to participate in whole school events which promote PESSPA</p> <p>To increase awareness of sporting events and sports men and women</p>	<p>Release time for subject leader to work alongside sports coach to plan for PESSPA activities across school</p> <p>Subject leader to access subject leadership training from the Trust</p> <p>Whole school events such as 'Danceathons' used to promote PESSPA</p> <p>To invest in forest school provision</p> <p>To hold regular assemblies to raise the profile including inviting guest speakers from local clubs and teams</p>		<p>School has a clear progression of skills. Children are taught skills which challenge them and are appropriate for their age</p> <p>Teachers are well supported in delivering high quality PE lessons through a range of suggested activities via PE scheme. The vast majority of children enjoy participating in PE lessons</p> <p>PE subject lead is confident in supporting colleagues in planning and delivering PE lessons. The vast majority of children enjoy participating in PE lessons</p> <p>PE subject lead is confident in monitoring their subject and identifying next steps/areas for development</p> <p>Assemblies were unable to take place due to restrictions.</p>	<p>To reintroduce school assemblies and organise speakers to attend</p>
---	--	--	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	1%
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:
To ensure school has access to a sports subject specialist so that the school can provide high quality PE lessons to all children and also develop the subject expertise of other staff (lunchtime supervisors, teachers and teaching assistants) via CPD, observations and coaching	To employ a full time sports subject specialist To invest in a planning tool which ensures skills progression particularly across mixed age cohorts	£13 256.13 £269.00	All children have accessed lessons delivered by a sports specialist including children in EYFS TA and teachers have observed sporting specialist model teaching well structured lessons using agreed planning tool PE lessons are consistent and skills taught across school are progressive according to new PE scheme and progression grid developed Unable to undertake lesson observations and pupil voice due to restrictions	
To ensure that the progression grid is closely followed so that the staff and children become aware of the expectations of each PE area in each year group	Lesson observations and pupil voice			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
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:

<p>To ensure that the school has access to additional sporting equipment so that the range of physical activity children can participate in is broadened</p> <p>To increase awareness of and give opportunity to take part in a range of sporting and physical activities</p>	<p>To invest in additional sporting equipment so that the range of physical activity children can participate in is broadened</p> <p>To invest in forest school provision so that children can be active in a variety of different ways</p> <p>Run workshops and taster events. Make links with local clubs.</p>	<p>£2 323.38</p> <p>£618.62</p>	<p>School has a greater range of equipment available not only during lessons but also during lunch and playtimes such as basketball hoops/netball hoops and sound system so that participation in new sporting activities such as cheerleading have taken place</p> <p>This was unable to take place due to restrictions.</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:
To ensure school has access to a sports subject specialist so that the school can provide high quality PE lessons, including the opportunity for competitive sport, to all children Repeat MAT and Pyramid competitive fixtures to allow pupils to develop confidence and implement skills they have learnt in different environments Attend and contribute to the termly events organised by the high school	To employ a full time sports coach with expertise in competitive sporting competitions and tournaments To facilitate whole school events such as sports day to encourage competitive sports Fund staffing and transport to be able to attend and participate in events	£13 256.13 £67.00	Every child in school had the opportunity to participate in a large competitive sporting event Children are taught discrete skills which allow them to participate in competitive sports through a well structured curriculum. Cancelled due to restrictions	

Signed off by	
Head Teacher:	R Taylor (Interim)
Date:	October 2021
Subject Leader:	C Woodhouse
Date:	October 2021
Governor:	

Date:	
-------	--