

# 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>• Sports have a high status in school.</li> <li>• School teams regularly take part in tournaments and competitions.</li> <li>• The school has a good proportion of pupils accessing after school sports clubs.</li> <li>• Children are encouraged and challenged regularly to improve their skills and abilities.</li> <li>• Extra-curricular success is celebrated in assemblies.</li> <li>• High quality PE delivery from specialist coaches.</li> <li>• Staff training through participation in PE led by coaches.</li> <li>• Residential for Year 5/6 with cluster schools.</li> <li>• Mental wellbeing as well as physical wellbeing catered for.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that dance is taught across the school.</li> <li>• Ensure that there is a suitable space for KS1 dance.</li> <li>• Continue to ensure CPD for a wider range of school staff.</li> <li>• Make playtimes a time of quality physical education.</li> <li>• Develop outside are to support children’s wellbeing.</li> </ul>

<b>Academic Year: September 2021 to March 2022</b>	<b>Total fund carried over: £ 13,000</b>
--	--

What Key indicator(s) are you going to focus on?	Total Carry Over Funding: £ 4000
--	-------------------------------------

Intent	Implementation	Impact	
<p>Support Early Years and KS1 mental health and physical development by ensuring all weather outside space.</p>	<p>Create a sheltered outside area for use all year to support wellbeing and physical development of children in the Early Years and KS1.</p>	<p>£9,000</p>	<p>Early Years and Key Stage 1 area will be able to be used for many years to support current and future cohorts.</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 2020.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	To be completed July 2021
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?	Yes

## 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> 2021/22		<b>Total fund allocated:</b> £16,270 + £4,000 (carried over) = <b>£20,270</b>		
<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				
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>Playtimes to continue to be a time of quality physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Extend training for Year 5 and year 6 children to deliver support for younger children in playtime games.</li> <li>Playground Equipment inventory and new equipment ordered.</li> </ul>	£1000 equipment		
<b>Key indicator 2:</b> 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:

<ul style="list-style-type: none"> <li>• Access to quality equipment to ensure quality education.</li> <li>• Additional equipment for summer sport, gymnastics.</li> <li>• Ensure adequate storage for summer sport equipment</li> <li>• Celebration of all pupils sporting achievements.</li> <li>• Linking English to Sport.</li> <li>• Whole school Outdoor Education to focus on children's wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Include sporting achievements from outside school in celebration assembly.</li> <li>• Inventory of summer sports equipment.</li> <li>• Replace shed on the field.</li> <li>• Visit from S7 Soccer Academy.</li> <li>• Whole school outdoor education centre visit.</li> </ul>	<p>£5000 Storage £1500 Outdoor Education Day £150 Literacy in Football</p>		
---	--	--	--	--

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

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>• Include PE in CPD programme.</li> <li>• Ensure a wider range of staff are involved with training (previously teachers involved. Now TAs).</li> <li>• Secure curriculum mapping to ensure pupils access a wide variety of sports and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Seasonal sports</li> <li>• Subject leaders providing peer support</li> <li>• Coaches providing CPD</li> <li>• Staff attendance at cluster sporting events</li> </ul>	£6900 Coaching £600 Hall Hire		

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

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>• Commitment to extra-curricular clubs</li> <li>• Effective mapping of skills and sports across the year</li> <li>• Offer swimming to all children across school.</li> <li>• Focus on children’s social and emotional fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional sports clubs during lunchtime.</li> <li>• Provide weekly swimming for all year groups on top of provision for Year 5&amp;6.</li> <li>• Visit from Life Education Bus to educate pupils in the mental wellbeing of exercise and sport.</li> </ul>	£350 Life Education Bus £3700 Swimming £400 Maypole Dancing workshop		



**Key indicator 5: Increased participation in competitive sport**

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>• Commitment to engage in at least ½ termly inter school sports competition.</li> <li>• Intra school sports day.</li> </ul>	<ul style="list-style-type: none"> <li>• Central organisation of inter school sports competition by cluster schools.</li> <li>• Offering meaningful and accessible competitions.</li> </ul>	£700 transport to sporting events		

Signed off by	
Head Teacher:	PCorbett
Date:	March 2021