

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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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:
<ul style="list-style-type: none"> • We have improved how pupils evaluate and assess their own skills in PE lessons. • We have increased the daily activity that children receive in sport by introducing initiatives such as 10minute workout or the golden mile. • We have increased the number of sporting events that children can attend. • We have increased our before school sports club. • We have sustained CPD opportunities for staff. • We have increased the number of qualified Forest School Leaders 	<ul style="list-style-type: none"> • Meet the criteria for afPE Quality Mark Bronze Award 2020-21 • Ensure that all teachers take the opportunity to undertake CPD in an area of PE over the next academic year.

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: £9,254	Date Updated: Dec 2020		
What Key indicator(s) are you going to focus on? 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				Total Carry Over Funding: £9,254
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?
Improve PE facilities to the school hall to allow PE lessons to take place indoors.	Apply for CIF (Conditions improvement fund), add remaining PE and sport funding to Capital funding.	£9,254	Pupils can re-engage with school, and have access to quality PE lessons indoors. Social distancing can be implemented as a means of reducing the risk of COVID-19 transmission.	The improved hall facilities will benefit generations of children.

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.	NA We had no Y6 pupils in 2019-20
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	NA We had no Y6 pupils in 2019-20
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA We had no Y6 pupils in 2019-20
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?	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.

Academic Year: 2020/21		Total fund allocated: £ £16,440.		Date Updated: September 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: 22%
Intent		Implementation		Impact	
<i>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:</i>		<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated: Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	
Activities to boost opportunities for physical activity throughout the day to be introduced.		Purchase equipment to improve active play at playtimes and gymnastics apparatus.		£2000	
Improve physical health and well-being of all pupils.		Develop the Golden Mile initiative to encourage and record daily running activity.		£247.50	
Engagement of more pupils in physical activities.		Increase to two before school sport club from 8.00-8.30.		£1,282.50	
As a result of improved playtime equipment, the children are more active and play sport for choice. An increased number of children are running daily and as a result will have improved fitness.					Replenish equipment as necessary.
Children engaging in more physical activity and receiving an active start to the day. Children have improved running stamina.					Set up a running club.
Sustain before school clubs					Sustain before school clubs
Key indicator 2: The profile of PESSPA Physical Education, School Sport and Physical Activity being raised across the school as a tool for whole school improvement					Percentage of total allocation: 2 %
Intent		Implementation		Impact	
<i>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:</i>		<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated: Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	
<i>Sustainability and suggested next steps:</i>		<i>Sustainability and suggested next steps:</i>		<i>Sustainability and suggested next steps:</i>	

Provide pupils with leadership opportunities within PE and sport.	Leadership roles for recording Golden Mile laps.		Profile of PE Leadership has been raised. Profile of sport will be raised.	Achieve afPE Quality Mark Award and review and evaluate the quality of PE and Sport in school.
Raise the profile of PE, School Sport & physical activity.	Provide certificates, trophies, medals etc.	£200	Pupils feel proud of their sporting achievements.	Continue to celebrate sporting successes in assembly, or on the school newsletter.
Pupil opinions on PE and sport gathered.	Questionnaires used to gather pupil views and analysed.	£100	Pupils feel valued as their contributions help to inform improvement plans for PE.	To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils. - Engage more girls in inter/intra school teams.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
PE subject leader attend local network PE meetings, share ideas and best practice to continue to drive forward improvements in Physical Education and make the most effective use of the PE and sports funding to ensure maximum impact for pupils. Pupils' skills in PE will be developed through 2 hours of quality lessons each week. They will practice, develop and evaluate key skills.	Liaise with staff to disseminate information from local network meetings. Joint/team working undertaken in order to build knowledge and confidence. Employ a specialist sports coach to work alongside the staff to allow for sharing of good practice.	£300 £6,027.75 (Premier Education) £1,365 (Soccer Lions)	Due to the wide-ranging expertise within the network PE specialists, all pupils benefit from knowledgeable and confident staff who are now kept up to date with all developments. 2 hours of quality PE lessons for all pupils is in place. Staff have benefitted from having a sport coach delivering subject specific lessons – eg athletics, agility, balance, core strength, dance	Join afPE (School Membership) to ensure access to specialist and expert support, keeping the school fully up to date. Staff can refer to lesson videos (recorded on school ipads) for future lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24 %
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Pupils in Y3 and Y4 that have no previous experience of swimming have an opportunity to swim. Pupils to gain skills in Forest schools.	A term of swimming lessons to be offered to KS2 pupils. All children will have a weekly Forest School session.	£879.50 £3120	The KS2 children can attend the small schools swimming gala and have enjoyment in competing. Increased self-esteem and self-confidence, improved social skills, Develop language and communication skills, improved	Provide parents with information regarding local swimming clubs. Provide alternative clubs such as Relax kids. Run Forest school holiday clubs.

			physical motor skills, improved motivation and concentration, increased knowledge and understanding of the environment	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3 %
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Increase pupil participation in competitions and/or festivals. Increase pupil participation in Intra school competitions.	Children attend competitions, Swimming gala, Tag rugby, cross country, netball, hockey	£500	Experience and enjoyment of competitive sport against other schools. Children are active and compete during lunchtime play.	Parents contribute to coach cost or help to transport by car. Lunchtime staff trained to deliver sport activities.