

# 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>• Provision of extra-curricular clubs has increased and will continue throughout the whole year, including breakfast and lunchtime clubs.</li> <li>• All staff have received training and mentoring.</li> <li>• All pupils have experienced intra-school competitive experiences and 45% have taken part in inter-school competitions.</li> <li>• Leadership opportunities provided for children in upper school.</li> <li>• Gifted and talented opportunities available for more-able children.</li> <li>• Assessment tracker being utilized across the whole school.</li> <li>• The variety of sports offered during lunch times and after school continues to increase</li> <li>• All children accessing a minimum of 2 P.E lessons per week.</li> </ul> | <ul style="list-style-type: none"> <li>• Have a clearer idea of how many pupils can swim beyond 25m at the end of Year 4.</li> <li>• Children to be set personal targets for their own fitness targets which they will work on during each topic.</li> <li>• Weekly activities to be offered for all children to access at different levels.</li> </ul> |

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><br>£9,490.   | <b>Date Updated:</b><br><b>1.02.21</b> |  |   |
|--|--|--|--|---|
| What Key indicator(s) are you going to focus on?<br>Focus on engaging all children in physical activity to ensure they reach their daily target. |  |  |  | Total Carry Over Funding:<br>£100.00  |
| <b>Intent</b>  | <b>Implementation</b>  | <b>Impact</b>                          |  |   |
| We want to ensure all children, regardless of ability, age and gender, have access to high quality physical equipment.                           | We have installed a brand new outdoor fitness gym with the ability to have over 15 children working on it at any one time. | Carry over funding allocated: £9,390.  | Children will be able to access the gym equipment during break and lunch and will be able to use it during their P.E lessons during the week. This will lead to children become more confident in physical activity. | This is a long term project where children will be using the gym regularly during their time here. It links to key indicators 1, 2 and 4 in allowing all children to gain more physical confidence. |

|   |        |
|---|--------|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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?<br><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. | % 76   |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | % 53   |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | % 76   |
| 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/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:</b> 2020/21   |  | <b>Total fund allocated:</b> £19,069.00   |  | <b>Date Updated:</b> 1.02.21   |   |   |
|---|--|---|--|--|---|---|
| <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                    |  |   |  |  | Percentage of total allocation:<br>18.74% |   |
| Intent  |  | Implementation  |  | Impact   |   |   |
| Increase the amount of equipment we have available in school for lunchtimes and after school clubs to continue the growth of P.E and allowing children to experience a vast amount of activities.   |  | Lunchtime staff to work with P.E coordinator and sports ambassadors to improve provision and give access to more sports equipment at morning break and lunchtimes.<br><br>Children to make use of the 2 playgrounds, the astro turf and the field all year round using the field markings, as well as the new courtyard and gym facilities around the school. |  | £3,574.88<br><br>Children are more confident in a variety of different sports and can do these during lunch and break times.<br><br>Sports ambassadors are taking transferrable skills from our school to secondary school.  |   | Children to continue to be given the opportunities both in school and across the federation.<br><br>Training to be given to all year groups for in year sports ambassadors to support and help across all year groups.<br><br>Continue to maintain the field and astroturf areas to allow sports to be played all year round. |
| <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:<br>14.67% |   |
| Intent  |  | Implementation  |  | Impact   |   |   |
| Children and visitors can see PE display of achievements and notice board in central location in the school.<br><br>Assemblies dedicated to celebrating achievements of individuals, teams and celebrities that pupils can identify with and aspire to. |  | Board and social media updated regularly celebrating achievements and up-coming events both inter and intra school.<br><br>Arrange dates and times for celebration and inspiration assemblies.<br><br>Visitors coming in from different   |  | £2,798.77<br><br>Children are inspired and wanting to be featured on the boards and on social media, with praise from parents and other schools about our achievements and behaviour.<br><br>Children are inspired to reach their goals and proud to put their uniform on and P.E kit. |   | Build on parental engagement at sporting events (when possible). This will include both inter and intra school tournaments.<br><br>Host tournaments at school and inviting different schools to come and use our facilities.  |

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| <p>Ensuring children and staff are wearing the same kit and uniform to raise standards of P.E across the school.</p> | <p>sports to allow children the opportunity to expand their sporting knowledge.</p> |  | <p>Children's aspirations have been nurtured and raised across the school.</p> |  |
|--|---|--|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |                  |   | Percentage of total allocation:  |  |
|---|---|------------------|---|--|--|
|   |   |                  |   | 46.38%   |  |
| Intent  | Implementation  |                  | Impact  |  |  |
| <p>Staff to work with the external coaches that are coming in to improve the provision of Physical Education across the school.</p> <p>Staff to complete staff form to inform where training is required and where assistance can be sought after.</p> <p>Staff to use the P. E apprentice to build on their knowledge.</p> <p>Staff to use the new scheme of work which allows building of key skills and focuses on all children.</p> | <p>Observe the coaches and the staff to ensure the provision is suitable and appropriate for our school.</p> <p>P.E lead to regularly meet with staff and coaches to identify strengths and weaknesses.</p> <p>P.E apprentice to help support and deliver physical activities across the school.</p> <p>New scheme of work to be reviewed with teachers termly on the impact and the effectiveness of it.</p> | <p>£8,845.00</p> | <p>Staff have become increasingly confident working with the coaches and this has improved their pedagogy.</p> <p>New scheme of work has allowed all children to access P.E across the school with a clear focus on differentiated lessons.</p> <p>P.E apprentice has become a key figure with the children in raising their aspirations for P.E.</p> | <p>Continue using the scheme of work which is allowing all staff to become confident in delivering P.E.</p> <p>Ensure staff are open about their developmental targets for P.E and ensure these are picked up on and training delivered.</p> <p>Continue to support the P.E apprentice in the delivery of the P.E sessions.</p>  |  |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |                  |   | Percentage of total allocation:  |  |
|   |   |                  |   | 13.11%   |  |
| Intent  | Implementation  |                  | Impact  |  |  |
| <p>Continue to offer a wide range of activities both within and outside of the curriculum aiming to increase participation in a wider selection of activities.</p> <p>Complete pupil voices with children from each year to find the barriers in accessing P.E and what we can do more to get more meaningful impact from sport.</p>  | <p>Ensure a wide range of clubs are offered at breakfast, lunch and after school, as well as the varied sports done in the P.E sessions.</p> <p>Involve external coaches to come in and teach during the whole year, where children will be able to build on their skills and progress.</p> <p>Arrange chatter group to hear the pupil voice and probe deeper into</p>  | <p>£2,500.</p>   | <p>New activities available.</p> <p>Wider range of clubs on offer with dedicated areas maximizing involvement including basketball, girls football, cricket, hockey and tennis.</p> <p>Children who are usually inactive participate in new activities to inspire a love of games/sports through the different sports available at lunchtimes.</p>    | <p>Continue to work with local clubs and within the communities to get coaches in school and giving as many children as possible the opportunities. This will be done by having target areas for the sports- eg: Year 4 cricket/ Year 3 tennis.</p> <p>Engage parents and encourage them to be physically active with their children – therefore the change is more likely to be</p> |  |



|  |   |  |  |  |
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|  | <p>reasons/barriers for not taking opportunities on offer.</p> <p>Use the P.E lessons and new scheme of work to give children the opportunity to partake in sports that they wouldn't have done before.</p> |  |  | <p>a permanent one rather than limited to school.</p> <p>Continue the focus on house competitions and ensure that all children are taking part in physical activity.</p> |
|--|---|--|--|--|

| Key indicator 5: Increased participation in competitive sport   |  |           |   | Percentage of total allocation:   |
|---|--|-----------|---|---|
|   |  |           |   | 7.22%   |
| Intent  | Implementation   |           | Impact  |   |
| consolidate through practice:   |  |           |   |   |
| Travel costs and expenses for children to attend P.E tournaments and events across the county<br><br>Use our facilities to host as many sports events as possible across different abilities, age ranges and genders. | Ensure children have the opportunity across the county and country to compete in as many tournaments as possible.<br><br>Use local bus companies to allow us to participate in as many competitions as possible. | £1,377.35 | School sports gold mark attained for the year.<br><br>Attend as many tournaments as possible (including virtual ones with different schools). | Increase participation with SEN children.<br><br>Looking at investing in a mini bus to allow us to attend more tournaments. |

|                 |            |
|-----------------|------------|
| Signed off by   |            |
| Head Teacher:   |            |
| Date:           |            |
| Subject Leader: | D. Money   |
| Date:           | 02.02.2021 |
| Governor:       |            |
| Date:           |            |