

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](#).

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 March 20220	Areas for further improvement and baseline evidence of need:
<p>All pupils received 2 hours of quality PE each week The school qualified for the Netball and Gymnastic County Final festivals Year 5 play leaders trained – carrying out sports activities during lunch times for younger pupils in school A number of after school clubs were on offer from coaches and teachers</p> <p>From March 2020: During lockdown, pupils continued to have PE sessions outside with both class teachers and outside coaches Equipment was purchased so that class bubbles had their own box of sport equipment to use during playtimes and in PE lessons Pupils were supported in remote PE sessions via the school website</p>	<p>Audit equipment and replace to support the teaching of PE in bubbles To develop the remote teaching of PE to all pupils</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/

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: £ 7000	Date Updated: November 2020		
What Key indicator(s) are you going to focus on? To develop the remote learning of PE				Total Carry Over Funding: £ 7,000
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>All pupils to be able to access remote PE lessons to ensure fitness, well-being and positive mental health.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Review online provision and embed the PE curriculum.</p>	<p>Carry over funding allocated:</p> <p>£7000</p>	<p>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?:</p> <p>Staff trained to use Teams and using other online resources eg Espresso Discovery</p> <p>Sports coaches to provide remote learning ideas</p>	<p>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. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	Yes
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 2020.	96%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	96%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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?	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.

Academic Year: 2020/21		Total fund allocated: £ 17810		Date Updated: November 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:
					78%
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?	
All children develop competence to excel in a broad range of physical activities –these will be mainly outside due to COVID 19 impacting on inside activities	Employment of specialist sport coaches providing quality PE teaching, opportunities for coaching, observation and whole school CPD Audit of skills and areas of development (Term 5). Our PE Co-ordinator will work alongside staff throughout the school to provide teachers and teaching assistants with the skills required to deliver an exciting PE curriculum and promote physical education. Use the progression of skills for PE		£13968	Increase number of children participating in quality physical activities, 2 hours per week. Support staff developing skills to be able to support PE provision in school- using the progression of PE skills	
					Sustainability and suggested next steps:
					PE Coordinator to attend Cluster network meetings, signpost CPD courses, to develop schemes of work and practice. PE governor to observe lessons
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					0.15%
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>For all pupils to have the opportunity to join in with PE and to enjoy the range of sports provided across the school. During Covid 19- pupils to be outside as much as possible. Sport linking to raising the mental health of pupils across the school, giving them confidence as well.</p>	<p>Sports coaches employed to provide different opportunities for pupils- dance, gym, fundamentals and team game sports PSHE sessions to link to mental health and the benefit of exercise Classes to use the outside environment to extend their sporting activity- welly walks, walks to the Forest, Forest School Lunch and break times-children can participate in sporting activities with the use of different equipment Year 5 pupils to be trained as playleaders so as to engage younger pupils in sports</p>	<p>£2814</p>	<p>Pupils to become more confident in their skills within PE For pupils to feel happy and be confident in their own abilities For pupils to be developed as young leaders across the school For the curriculum to provide opportunities for sports</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Staff developing skills from the specialist sports coaches, staff and PE cluster to support planning, teaching and assessing PE.	Share funding via school website (Term 1). Monitor and evaluate teaching and learning. (PE Coordinator) Specialist Sports Coach available to provide staff with support in planning, teaching and assessing PE. To audit our PE, using the School Games Kitemark. PE governor to visit lessons and provide feedback to main governing body		Staff will have confidence in delivering the curriculum across the school Pupils will make progress in PE and be challenged	Staff to continue receiving CPD from coaches Pupils to take leadership roles in PE- play leaders,
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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 provide extra- curricular opportunities for sport-football, netball, skittleball, rugby,dance etc To compete in festivals out of school	Sports coaches to provide after school clubs Teachers to provide after school clubs (during Covid, same Yr grps will take		Pupils will have a love for different sports and build their skills up in these sports Pupils who do not always participate in sport will be encouraged too	School will continue to offer different sports and physical activities for pupils to be involved in Virtual festivals to be participated in

(Covid permitting) and within school as provided by the SSCO eg virtual competitions	part in the clubs)		Sportsmanship within the school will be celebrated and self-esteem of pupils will grow Numbers taking part in clubs will increase	
Additional achievements:				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.08%
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:
For pupils to be given opportunities to take part in both intra and inter sports festivals	School to take part in cluster competitions- virtual and at other schools Inter house competitions within school in PE sessions	Cluster £1500	Children will enjoy the chance to develop their sporting skills Learn to love competition and represent their school/house group Numbers of pupils wanting to take part will increase	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	