

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 July 2020: | Areas for further improvement and baseline evidence of need: |
|--|--|
| <p>In the first lockdown there was very limited attendance at school for Educare. Joe Wicks was the main source of regular exercise. Limited numbers made it easier to introduce tri golf to the children that were in school as individual equipment could be used. It became apparent that hitting full shots means even our generous space would be insufficient for a whole class to participate at the same time. Errant hitting combined with serious ‘rough’ at the side of the field would mean that a regular supply of spare golf balls will also be needed.</p> <p>The sports coaching staff did not attend during this lockdown but did return in June to teach lessons and provide lunchtime activities.</p> <p>With the full return in bubbles in September PE activities were selected as those most easily adapted to be covid safe. Lessons were outdoors when possible. After school clubs, restricted to bubbles, were advertised as multi sport and children had input into the activities on offer. This resulted in children who avoided clubs for ‘named’ sports signing up and the drop off rate was far less than we have experienced recently.</p> <p>Purchase of extra individual playtime equipment such as skipping ropes and hula hoops enhanced the ‘bubble’ playtime experience as play space and activities allowed were restricted.</p> <p>Use of the field for Active Mile was popular for some children as a break from the bubble area but it was marked how children who previously seemed to be able to keep going without difficulty were not able to sustain activity for nearly as long.</p> | <p>Input from teachers who have successfully included tri golf into the curriculum would be needed to incorporate this activity. Errant hitting combined with serious ‘rough’ at the side of the field would mean that a regular supply of spare golf balls will also be needed.</p> <p>Include multi sports as an after school club for each year group at least twice a year to maximise participation.</p> <p>In the event of further lockdowns invest in extra equipment to enhance activity at playtimes.</p> |

| | |
|--|--|
| | |
|--|--|

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

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: £4601.65 | Date Updated: 17/12/21 | | |
|--|--|--|--|---|
| <p>What Key indicator(s) are you going to focus on? Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | | | | <p>Total Carry Over Funding: £4601.65</p> |
| Intent | Implementation | | Impact | |
| <p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Establish gymnastics as a high value activity in a school that has been dominated by outdoor sports.</p> <p>Enable dance to form part of lunchtime provision delivered by sports coach or MTAs</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>Replace gym equipment which has been in the school for twenty years or more with new equipment which is more fit for purpose and will act as a motivating factor in pupil engagement.</p> <p>Purchase good quality outdoor music / PA system to allow for communal dance activities at lunchtime / after school clubs</p> | <p>Carry over funding allocated:</p> <p>£3,900</p> <p>£750</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>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> |

| | |
|--|-----|
| <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>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | % |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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> | 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: £17,710 | Date Updated: 17/12/21 | | |
| 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: 55 % |
| 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: |
| Increase structured and unstructured opportunities for children to engage in non PE Lesson activity. | Employ extra sports coaches at lunchtimes and after school each day | £7800 | | |
| | Purchase additional equipment for extra curricular clubs. | £1340 | | |
| | Purchase of resources for promoting physical play at lunchtimes | £400 | | |
| | Admin time for organising clubs and events | £300 | | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|--|--|--|--|
| | | | | 8 % |
| 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: |
| Culture of being a 'sports school' maintained through participation in and success enjoyed at Sports events being celebrated in school and on various media opportunities. | <p>Participation in inter school events organised by PSSP</p> <p>Training for teachers as outlined in Key Indicator 3</p> <p>Purchase Staff PE kit to be worn for PE lessons</p> <p>Sports Leaders to be trained by PSSP to take a leading role in organising physical activities and intra school</p> | <p>Part of the PSSP subscription.£3700 nominally £700</p> <p>Supply and transport costs as outlined in Key Indicator 5</p> <p>Supply costs as outlined in Key Indicator 3</p> <p>£200</p> <p>£120 supply</p> | | |

| | | | | |
|--|---|-------|--|--|
| | events | cover | | |
| | Celebration assemblies to include sporting events both school based and through outside events. Trophies and engraving, | £50 | | |
| | Competition kit to be renewed. | £300 | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|---|--|--|
| | | | | 23 % |
| 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: |
| All pupils to benefit from teaching staff developing skills in PE teaching. | Individual coaching for teachers from PSSP adviser | Adviser time part of the PSSP subscription. £3700 nominally £2000 £800 supply cover to release teachers. | | |
| New PE co-ordinator to increase skills in delivery / monitoring and support of staff in delivery of PE resulting in better PE provision for pupils. | Attendance at PSSP training. Supply cover for admin time spent on Active Mark award. Supply cover to engage with PSSP adviser. Supply cover to engage in monitoring and support activities. | £1200 | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 18 % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about | 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 | Sustainability and suggested next steps: |

| what they need to learn and to consolidate through practice: | | | changed?: | |
|---|---|---|-----------|--|
| <p>More pupils to use pop lacrosse / golf equipment extending the range of equipment/ coaching available so that new sports are experienced</p> | <p>Rowing and other PSSP ‘intensive days’ to be organised.</p> <p>Children to be consulted on range of after school clubs to be introduced.</p> <p>Bikeability course</p> | <p>Part of the PSSP subscription.(£3700) nominally £800</p> | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--|--|--|
| | | | | 10 % |
| 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: |
| More children to experience competitive sports both within school and inter school events. | <p>After school and PE timetable to match forthcoming competitive events in the calendar.</p> <p>Rowing competition to become established</p> <p>Sports Leaders to be trained by PSSP to take a leading role in organising physical activities and intra school events</p> <p>Maintain commitment to the range of inter school sports events attended.</p> <p>Invest time in preparation for the competitive Sports Day so that all children experience improving skills to perform better as a competitive team.</p> | <p>Part of the PSSP subscription.(£3700) nominally £200</p> <p>see Key Indicator 2</p> <p>Supply cover £1000</p> <p>Transport £500</p> | | |

| | |
|-----------------|----------|
| Signed off by | |
| Head Teacher: | BJ Gill |
| Date: | 17/12/20 |
| Subject Leader: | BJ Gill |

| | |
|-----------|----------|
| Date: | 17/12/20 |
| Governor: | |
| Date: | |