

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:
<p>Staff have continual CPD to keep their knowledge up to date. Sports Leaders implemented to develop more active lunch times.</p>	<p>Ensuring enough equipment for use throughout school. Area for lunchtime equipment to kept separate from curriculum PE equipment.</p>

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

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.	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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/ 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: £18290		Date Updated: December 2020	
<p>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</p>					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?:	
To ensure that the subject is well-resourced to support teaching and learning.	To carry out annual checks and maintenance on gymnastics apparatus.		£173	Children are able to remain as active as possible in each lesson as there is now plenty of equipment which has reduced the need for sharing.	
Ensuring that children have access to a range of equipment and break and lunchtimes to encourage them to be more active.	Purchase a shed for the KS2 playground so that equipment can be stored safely and is easily accessible at break times.		£1164.17 £229.99	Shed is set up ready for lunch time use. Unfortunately it has not been able to be used this year because of COVID guidelines.	
	To ensure that the lunchtime shed is stocked with equipment children can use to develop skills and be more physically active during break and lunchtimes.		£253.81		
				Sustainability and suggested next steps:	
				Continue to ensure that class sets of equipment are available by carrying out an annual audit. Any broken equipment to be recorded so that replacements can be ordered.	
				Shed is set up and stocked with equipment for lunchtime use. Next step is to train up Sports Leaders who will assist with setting up equipment and leading activities.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
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 encourage active travel to school.	Install scooter and bike racks so that these can be kept safely at school throughout the day and encourage children to use active travel to school.	£1521	Scooter and bike racks are now available and more children seem to be travelling to school in these ways.	Bike and scooter racks are now a permanent feature at the front of school. Continue to encourage active travel to school.
Raising awareness of the links between mental health and wellbeing and PE, school sport and physical activity	PE Lead attendance at Mental Health and Wellbeing Network Meeting PE Lead and TA to attend Mental Health First Aid Course	Approx £50 £198	Increased awareness of the links between physical activity and mental health and wellbeing.	Explore strategies that can be implemented across school with regards to physical activity and supporting children' mental health and wellbeing.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				50%
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 improve the teaching of PE in school.	Sports coach to work with teachers across school to develop their confidence and subject knowledge in a range of PE units including those that are new on our long term plan (yoga, team building and target games).	proportion of £8902.50	Staff now feel more confident in teaching these units of PE and have gained ideas to keep children involved and motivated. Pupil voice with children shows that they have enjoyed their lessons and talk enthusiastically about their learning.	Team teach will continue into next year to support teachers in continuing to develop their confidence and skills. Audits will be used to determine areas of support.
	Early Years Lead to attend a 'PE in Early Years' course to develop confidence and subject knowledge.	£150	Early Years Lead feels more confident with teaching PE and has input strategies into their teaching.	Early Years Lead to disseminate learning within their phase.
	PE Lead to attend a 'Health and Safety in PE Update' alongside the publication of the AfPE guidance in 2020.	£95	PE Lead has continued to have up to date knowledge and developments in the sector. PE Lead can then make informed changes to the curriculum.	Ensure that knowledge is passed onto the relevant staff. PE Lead to continue to ensure that their knowledge is kept up to date with changes.
	PE Lead to attend PE conference to update knowledge and support in rethinking and refocussing on the needs of the pupils and enhancing future provision.	£95		
	PE Lead to attend Yoga and Mindfulness course to support successfully introducing yoga and mindfulness activities into the PE curriculum.	£75		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 4%
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 children to experience sports or activities that they may not have tried before.	To run a week of sports activities for children to be involved in as a competitive event.	£765	Children have experienced difference activities. Whole school was involved in Boccia and Golf which many had not done before.	All children have taken part in a competitive event. Continue to provide opportunities for a range of children across school to be involved in competition.

Key indicator 5: Increased participation in competitive 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:
Total spend to date: £13672.47				
Remaining spend: £4617.53 (carried over to 2021/22)				

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