

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](#).

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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>Covid-19 has prevented us from attending any PE and sport activities out of school</p> <ul style="list-style-type: none"> • Sports partnership events have been virtual • Inter competitions have been virtual • sports meetings – PE lead, Sports crew, This Girl Can ambassadors held virtually • Parents and families have been encouraged to join in with activities through fitness and PE activities which have been shared on the school website. • PE and sports WOW week held in school 	<ul style="list-style-type: none"> • Attend external sporting festivals • Attend external sporting competitions • Attend external sports meetings – PE lead, Sports crew, This Girl Can ambassadors • Swimming begins September 2021 at Victoria Park Leisure Centre • Outside sporting visitors from clubs to encourage sport out of school

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: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
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?:

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 2020.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	30%
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: £16,955		Date Updated: 21/07/2021	
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:
					%
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?	
<p>Timetable sessions for all year groups.</p> <p>Daily activate session in the classroom or outside:</p> <ul style="list-style-type: none"> 10 minutes am 10 minutes pm <p>Active lunchtimes in bubble groups:</p> <ul style="list-style-type: none"> 10 minutes of Sports Crew led activity. <p>Encourage pupils to participate in physical activity during home learning. School website to offer a wide variety of activities.</p>	<p>Use: ACTIVATE discs, Go Noodle, BBC Super movers. Skipping. 10 minute run/walk</p> <p>Sports crew to allocate activity for each class to take part in during lunchtime break.</p> <p>School website updated regularly to offer a variety of activities that can be accessed in and out of school.</p>		<p>£5000 allocated to new AV equipment to enable in class activity sessions and easier home learning/ key worker student integration.</p>	<p>Daily exercise focuses the body and mind in preparation for learning.</p> <p>Cross lateral exercises stimulate both sides of the brain.</p> <p>Core strength development aids posture and handwriting.</p> <p>Skipping and walk/running promote stamina, aerobic exercise and a feeling of euphoria.</p> <p>Children get into the habit of regular doses of exercising.</p> <p>Children have love of sport are motivated and knowledgeable enough to take next steps themselves.</p> <p>Children can access activities at home if they are shielding.</p>	
					<p>Sustainability and suggested next steps:</p> <p>On-going.</p> <p>Sports crew to be up and running in September once class bubbles have been stopped and the whole school can access the playground together.</p>

Active travel: Children to walk, cycle, scoot to school Or park and stride	Active Travel to school weeks where children are encouraged to record how they travelled.		Fitness levels of pupils improved. Encourage children and parents/carers to be active together.	Promote active travel weeks.
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Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
%

Intent	Implementation	Impact	
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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:
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<p>Currently we still deliver the PE curriculum through the traditional areas of athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming.</p> <p>Real PE is used by each class.</p> <p>Ask staff to rate their confidence level in delivery and assessment of these areas.</p> <p>School website showcases PE and sport in school.</p>	<p>Staff questionnaire sent out to all teachers and TAs.</p> <p>Child questionnaire sent to all pupils.</p> <p>Arrange CPD for staff if needed.</p> <p>School website updated termly to share personal, class and whole school achievements.</p> <p>Parent hub used to promote and celebrate activities/achievements.</p> <p>Twitter used to promote and</p>	<p>£3000</p> <p>affiliation to ESSP for academic year</p> <p>whole school healthy eating project</p> <p>increasing fruit and veg consumption and increased water intake</p>	<p>Add other activity areas/ physical activity that staff feel we should include as part of our curriculum. Everyone in schools has contributed to the curriculum. All children will have access to a broad and balanced curriculum.</p> <p>All staff are confident to deliver the curriculum.</p> <p>Log books inspire children to record their progress and achievements.</p> <p>Children can record their achievements and use them to inspire further activity.</p>	<p>Review the questionnaire yearly.</p> <p>Regular updates of the school website.</p> <p>Parent hub used to promote and celebrate activity.</p> <p>Tweet activity and achievements.</p>
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<p>Sports Crew play an active role to promote PE and sport in school</p>	<p>celebrate activities/achievements.</p> <p>PE log books are updated termly</p> <p>Attend ESSP meetings once a term</p>		<p>Confidence is given to work with others.</p> <p>Ideas are shared.</p> <p>Good practice is modelled by crew.</p>	<p>Sports crew decided in July 2021 so activities can start in September 2021.</p>
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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:
<p>Improve staff confidence and ability to teach PE as per identified needs.</p> <p>Provide CPD opportunities for additional members of staff in PE to support role of PE subject lead.</p> <p>Updated and reviewed PE curriculum offer form pupils to increase engagement and lifelong participation.</p>	<p>Staff questionnaire sent out to all teachers and TAs</p> <p>Staff feedback from questionnaires</p> <p>Learning walks</p> <p>Conversations with Staff.</p> <p>Pupil voice questionnaires.</p>	<p>Training sessions and staff cover to allow time out for sports</p> <p>£1000</p>	<p>Increased team of teachers able to teach PE successfully and effectively.</p> <p>Pupil have developed a love of PE and feel confident to continue to participate with health and sport related activities in their future life. Their input will help to plan future activities.</p> <p>Resources organised effectively to be used in future years. Children in EYFS will have a good basic skill level to equip them to participate in the PE curriculum fully as they progress through the school.</p> <p>School up to date with best practice ideas and requirement implications from Ofsted/ health and wellbeing and sport strategies around improving outcomes and opportunities for pupils in school. School up to date with any new health and safety in PE advice and</p>	<p>Offer CPD to new staff members both internally and externally.</p> <p>Keep up to date with any national changes/expectations by attending ESSP meetings,</p>

			this is embedded in policy and risk assessment to ensure maximum safety for pupils.	
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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?:	
<p>Additional achievements: Introduce new sports to encourage more pupils to take up sport and physical activities</p> <p>Whole school to take part in a schedule of School Games competition during the Autumn term that will help schools to be able to provide inclusive opportunities for children and young people.</p> <p>Celebrate children’s sporting achievements out of school.</p> <p>Whole school to take part in National</p>	<p>Adjustments made in light of Covid-19 to ensure pupils have enough equipment to be safe. New balls/equipment purchased.</p> <p>Competitions held virtually across the borough, linked to school sports partnership - themed around Personal Best: Fencing Triathlon Water sports</p> <p>Pupil engagement through home-learning, including a well-being focus.</p> <p>Santa Dash , organised run/walk</p>	<p>£5000</p> <p>Access to sports and activity festivals and transport. Plus participation in leaning new sports events in school through affiliation with external bodies.</p> <p>Purchase of new equipment on a rolling programme as items wear out.</p>	<p>School up to date with best practice ideas and requirement implications from Ofsted/ health and wellbeing and sport strategies around improving outcomes and opportunities for pupils in school.</p> <p>School up to date with any new health and safety in PE advice and this is embedded in school Health and Safety policy and risk assessment to ensure maximum safety for pupils.</p> <p>Emphasis on personal skills and social skills has been used across the curriculum to improve whole school improvement.</p> <p>Children encouraged to join in</p>	<p>Sustainability and suggested next steps:</p> <p>Use school sport partnership to access a range of activities and sports.</p> <p>Promote out of school clubs.</p> <p>Encourage children to follow national and international sporting events to encourage their interest and participation, For example:</p> <ul style="list-style-type: none"> • Wimbledon tennis • EURO 2020(21) • Tokyo Olympics • Football world cup

<p>events.</p> <p>Share information about local sports clubs with children and parents</p> <p>Hold a PE and sports wow week.</p> <p>Parents and village community to be encouraged to share skills with the children.</p> <p>Bikeability Children are confident in their cycling skills.</p> <p>Tennis festival to introduce/improve tennis skills.</p> <p>This Girl Can football festival to encourage girls to play in a safe environment</p>	<p>on 11th December Record evidence in PE log books. Share successes on school web site. Reward success in Merits Collective Worship.</p> <p>Make a register of local clubs available on school website.</p> <p>To include:</p> <ul style="list-style-type: none"> • Sports day – intra sport competition • Different activities (zorbing, fencing, laser tag, tri-golf?) • Healthy eating • Mindfulness (ramble?) • Whole school visit to Injoy – an interactive activity centre. <p>Bikeability offered to all year 3, 4 and 5 children to complete level one. Year 5 children to complete level two.</p> <p>Key stage 2 take part in tennis festival</p>		<p>with children around the country and share results on a national database. Success is celebrated and shared.</p> <p>PE now embedded into whole school objectives/ vision and outcomes.</p> <p>Children have access to a variety of activities which they can participate in and share their achievements with the school community.</p> <p>Children are confident to ride safely.</p> <p>New skills are learned that can be used out of school.</p> <p>Girls encouraged to join football clubs and engage in football out of school.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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: £3500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children to have access to competitive sport. Virtual Inter competitions out of school Intra competition in school.	Each sporting competition will last for four weeks and include between three and five challenges for school children to work on and practice in class, lunch/play time and out of school, and/or at home. Themed around Personal Best Whole school to take part in competition through ESSP: <ul style="list-style-type: none"> • Virtual Fencing • Virtual Triathlon • Virtual Water sports Sports day Key stage 1 Key stage 2	Transport to and participation at inter schools competitions	Children gain a sense of belonging. Improvement of social skills. Confidence improves through sharing experiences with others. Competing as part of a team. Focus on school values Learning how to support each other Accepting defeat.	Life and social skills learned which can be applied to any life situation. Continue to promote inter and intra competitions both inside and out of school. Celebrate “taking part”. Termly intra competitions led by the sports crew.

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	