

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>Premier Sport teaching weekly PE lessons from Year 2-5</p> <p>Rec-Year 1 PE lessons taught by school staff with progression in mind for upper year groups</p> <p>Go Noodle, Cosmic kids yoga and Wake up Shake up for all year groups to increase active opportunities</p> <p>Multi-sports and football after school club run by Premier Sport</p> <p>Lunch time 'play active' sessions delivered by Premier Sport</p>	<p>Swimming lessons needed for Key Stage 2- COVID has prevented these happening</p> <p>CPD for teachers to increase confidence in teaching PE lessons</p> <p>Opportunity for children to participate in a 'golden mile' weekly and other opportunities for physical activity throughout the school day</p> <p>Promotion of local sports / external facilities / opportunities</p> <p>Additional school funded after school sports clubs</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. (Now extended to August 2021)

Academic Year: September 2020 to March 2021		Total fund carried over: £11,000	Date Updated: March 21
What Key indicator(s) are you going to focus on? Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Total Carry Over Funding: £11,000
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?:
Improved quality of children's physical education in EYFS, KS1 and KS2.	To provide CPD for all teaching staff, using sports specialists from Premier Education, through staff meetings, observations and shared planning on an online portal.	£7500 (to include supply cover for releasing teaching staff)	All children taking part in 2 PE lessons each week taught by both PE specialists and teaching staff. Teaching staff to feel confident when teaching PE
Provide additional resources for the delivery of PE	Purchase additional PE resources	£3500	Teachers have the necessary resources to deliver all aspects of the PE curriculum from R-Y5

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.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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: £17,300		Date Updated: April 21	
<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>					<p>Percentage of total allocation: 24%</p>
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:
Introduction of the 'golden mile' to encourage at least weekly participating in running a mile.	<p>Running track painted on to back playground with markings to show how far a mile is.</p> <p>Timetable to establish a weekly slot for each class to participate in the 'golden mile'</p>		£1200	<p>All children participating in a weekly mile run.</p> <p>Children using the running track during breaktimes and lunchtimes</p>	
Improve provision for physical activity at playtimes, lunchtimes and lessons and ensure that children are active.	<p>Equipment purchased and organised into baskets for each bubble to use at playtimes.</p> <p>PE cupboard restocked with essential resources following audit.</p>		£1000	<p>Children becoming more active at playtime.</p> <p>Children engaged and motivated in PE lessons.</p>	
Improve provision of outdoor resources for Year 1 outdoor area to increase physical activity during 'learning together time'.	New resources purchased- balancing equipment, parachute, storage boxes for bats, balls, hoops etc.		£2000	Year 1 children to have daily access to an outdoor area and increased physical activity observed during these times.	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				46%
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:
After school sports clubs provided by Premier Education	Funded places for after school clubs for targeted pupils Free sports clubs offered	£300 £600	Children attending clubs are more active and engaged in sports Increased number of children accessing after school sports clubs	
Premier Education to provide support at lunchtimes	NJ to lead children in physical activities during lunchtimes	£1800	Children more active and increased number of children participating in physical activities	
Children in years 3-6 to take part in bikeability training (Sept onwards)	Bikeability sessions to take place on the school playground (Level 1)/ local roads (Level 2)	£1000 (£500 Years 5-6, £500 Years 3-4)	Children to be confident in riding a bike and allow for more active time out of school	
Children to walk, cycle or use a scooter to get to school	Purchase three scooter racks to provide additional storage	£1700	Increased number of children using their scooters to get to school and less children arriving in cars.	
Sufficient gym equipment for teaching	Purchase landing mats	£2500	Safety in high risk areas of the curriculum.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11.5%
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:
Improved quality of children's physical education in EYFS, KS1 and KS2.	To provide CPD for all teaching staff, using external sports specialists, through staff meetings, observations	£2000 (to include supply cover for releasing teaching staff)	All children taking part in 2 PE lessons each week taught by both PE specialists and teaching staff. Teaching staff to feel confident when teaching PE.	2
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11.5%
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:
Additional achievements: To provide a broader experience of a range of sports to each year group	Premier Education to lead sessions on Friday afternoons to include sports that are not otherwise taught in school e.g. fencing	£800	Pupils show high levels of engagement in activity sessions	

To provide a broader experience of a range of sports to each year group	Covid dependent, explore using local facilities, such as the Climbing Centre and County Cricket Ground to provide new opportunities	£1200	Pupils have opportunities to experience different sports.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 7%
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:
Due to COVID 19 these opportunities have not been possible Interschool sports, e.g football		£1200		

Signed off by	
Head Teacher:	
Date:	2 nd April 2021
Subject Leader:	Emma Grahame
Date:	2 nd April 2021
Governor:	

Date:	
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