

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
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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 2021:	Areas for further improvement and baseline evidence of need:
<p>All pupils in KS2 attend weekly swimming lessons and have a good level of swimming ability</p> <p>All pupils across the school attend high quality PE sessions delivered in school by a PE expert</p> <p>Equipment has been enhanced to include a wider variety of games</p> <p>Pupils engage in at least 2 hours of sporting lessons per week with lunchtime games featuring highly in their routines</p>	<ul style="list-style-type: none"> • Audit and refurbish equipment as required (e.g. not enough tennis balls for KS2) • Ensure sports coaches support effective assessment (currently inconsistent) • Investigate provision of more after-school clubs/ lunchtime clubs (currently no lunchtime club) • Set up programme of Y6 Playtime buddies • Investigate Young Leaders • Develop school grounds to promote active play

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: £3301	Date Updated: 3.9.20
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What Key indicator(s) are you going to focus on? PE provision and the playground	Total Carry Over Funding: £3301
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Intent	Implementation	Impact	Sustainability and suggested next steps
To improve the outside area and playground so that markings provide a platform for further games and exercise Survey the pupils and ask what games they would like and what they feel is missing in their playground	NF to get quotes to update and improve playground markings AB and NF to agree quotes and respond to tenders for work (must be completed following roof replacement and heavy vehicles being on site)	Carry over funding allocated: £3301 Pupils play well together and enjoy playing with a range of games and equipment	Pupils have a voice and have contributed to the vast improvements in their playground Playground markings have been renewed and active play is promoted. Next steps lunchtime clubs and playtime buddies, young leaders

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.	KS2 pupils to resume their swimming instruction in accordance with national guidance due to the COVID-19 pandemic
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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.	100%
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What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
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What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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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
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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: £16,717		Date Updated: 9.9.21	
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:
					%
Intent		Implementation		Impact	
To provide high quality PE provision for all pupils across the school		Specialised PE HLTA employed by the school to teach PE		Funding allocated: £2060	Pupils know how to work together as a team and how to be supportive of one another. They have improved their skills and knowledge of how to be fit and healthy
To raise attainment in swimming to meet requirements of the National Curriculum before the end of key stage 2		Employ swimming teachers to support the upskilling of our pupils		£1850	Pupils are confident swimmers and can swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					£5600 = 34%
Intent		Implementation		Impact	
Our focus remains to improve the physical and mental health of all pupils in school, especially during and following national school closure to all but vulnerable and critical worker pupils.		Boost PE equipment in the playground and inside school so that pupils have a range of equipment available to them		£1000	Pupils benefit from a wide range of equipment which is available during all break times and enables group play and team working focused on improving mental and physical health
					Equipment has been replenished Next steps: Continue as required.

To provide a shelter outdoors for PE and classroom-style instruction during inclement weather, and a track for use in running as well as cycling for EYFS and KS1 pupils.	NF and AB to gather quotes and work with parental working party to ascertain the best ways possible to do this	£2000	Pupils spend as much time outdoors as possible receiving high quality instruction and experiencing interesting and engaging activities linked to our learning behaviours	Shelter installed Next step: complete project
To enhance school grounds provision for all pupils to access, in particular our vulnerable pupils	Parent working party to plan and address the needs of all pupils in designing and organising forest school provision on site	£1000	Forest School provision on site will enable pupils to experience this as part of their usual curriculum	Some works have been carried out to improve the school grounds Next step: complete project
To improve the playground markings so that we can provide a range of physical activities games for use during breaks and at start/ end of the day	Once roof works are complete, contractors to start removing old and broken markings to replace them with new ones	£1600	Pupils benefit from playground markings which enable group play and team working	This action is complete
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £7200 = 43%
Intent	Implementation		Impact	
To continue to improve on high quality PE provision for all pupils across the school and upskill teachers	Work with Master of the Game to provide high quality PE provision which supports teachers' CPD	£7200	Pupils know how to work together as a team and how to be supportive of one another. They have improved their skills and knowledge of how to be fit and healthy Teachers have been upskilled so that they understand how to work with pupils and develop their skills and knowledge of sport	Continue to monitor the impact of PE sessions on pupil's physical and mental health
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: Included in previous key indicators

Intent	Implementation		Impact	
To provide a wider range of opportunities for physical activities including forest school and high quality coaching for competitive team sports	See Key Indicators 1, 2, 3 and 5	See Key Indicators 1 and 2	See Key Indicators 1, 2, 3 and 5	See Key Indicators 1, 2, 3 and 5
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: Included in previous key indicators
Intent	Implementation		Impact	
To continue to work with the DAP to take part in competitive sporting events and further afield	Maintain contact with other PE leads in the DAP and wider county districts	Kit has been purchased using parent donations	Pupils experience competitive sport and take part in a wide range of events	The school has worked with the County and DAP. Next steps: Continue and introduce house competitions

Total Spend £3910 +£5600 + £7200= £16710