

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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, including any under-spend from 2019/2020, 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.

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:
<ul style="list-style-type: none"> • Specialist Sports coaches and school development leaders brought in to school to support the PE co-ordinator and Sports Coach. • Active interventions used for target children. • CPD opportunities provided to staff who have requested. • Development of a robust curriculum map • Creating pupil sports leaders in school • Using sports leaders to increase activity levels at lunch time 	<ul style="list-style-type: none"> • Provide CPD opportunities to all staff • Increase the extra-curricular opportunities for all children • Develop an inter-school competition programme accessible to all pupils • Develop and intra-school competition programme accessible to all pupils • Create a more active school (walking/cycling to school)

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

Total amount carried forward from 2019/2020 £9057
+ Total amount for this academic year 2020/2021 £18,690
= Total to be spent by 31st July 2021 £ 14,530

<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 which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</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>Please see note above.</p>	<p>20/29 68%</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>Please see note above.</p>	<p>20/29 68%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>21/29 72%</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>	<p>No</p>

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: £	Date Updated:	
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:
				24.6%
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 activity levels during break and lunch times.	Sports Coach to run break time and lunch time activities to encourage more children to lead active break and lunchtimes.	£4,000	100% of children have participated in additional sporting activities throughout the academic year. 50% of KS2 classes participated in intra school competitions.	<ul style="list-style-type: none"> • Increase the range of sporting opportunities at lunchtime • Improve the quality of PE lessons to ensure lessons follow the 80/20 ration of activity. • Increase the number of before school and after school clubs. (targeted children before school) • Increase the opportunities and infrastructure to allow more children to cycle/scoot to school.
Use physical activity to provide social and emotion support to target children	Sports Coach in school to run fun fit support sessions for target children.		Children have report high levels of enjoyment in this part of the day. This intervention has proved to be the deciding factor in a children's attendance.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%

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:
Pupils to become leaders to drive sport and activity.	Creation of lunchtime 'Play Leaders' who will support children at break and lunch to be more active and lead small games.	£800	Pupils reported that since the allocation of roles, as well as equipment that they use to lead sessions, there has been a marked increase in participation at break and lunch.	<ul style="list-style-type: none"> Raise the profile of School competitions through inter and intra school competitions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18.7%
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:
Provide CPD opportunities across core games and gymnastic disciplines.	Employ an experienced PE development coach to enhance the quality of PE in school and provide CPD to our Sports Coach. Employ a specialist gymnastics coach to provide CPD in KS1	£2240 £810	100% of staff involved in CPD , reported improved confidence in planning and implementing individual, as well as a series of lesson plans	<ul style="list-style-type: none"> Provide CPD opportunities for all staff. (Stuart and Chris) Train staff in Swim teaching to ensure high quality lessons. (potential afternoon session to teach basics with M.A.T)
Develop a more robust curriculum with detailed lesson plans suitable for all teachers to follow, adapt and use.	Purchase PE HUB	£455	87% of teachers reported that using PE Hub improved the quality of their teaching.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				37.5%

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:
Provide a broader sporting experience across all year groups.	Purchase of a wider range and quality of sports equipment.	£6225.33	Enabled quality first teaching across a broader range of sporting opportunities and disciplines.	<ul style="list-style-type: none"> • Increase the extra-curricular timetable to allow for more clubs and sporting opportunities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
				<ul style="list-style-type: none"> Set up a Sports 'Wednesday' where children compete in lunchtime or afterschool competitions. Inter/intra school comps. At least silver on school games mark and participate in 5 or more level two school games.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Andrew Ridley
Date:	20.7.21
Governor:	
Date:	