

# 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 **31<sup>st</sup> 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>Introduction of REAL PE, REAL GYM and REAL DANCE to ensure staff and pupils have the correct support and training to engage in physical activities.</p> <p>New resources and equipment for PE and games to ensure a wide range of activities and events available to all pupils.</p> <p>New climbing wall to inspire and motivate children.</p> | <p>Lunchtimes need to be more organised and active to ensure pupils engage physically with the environment around them and that they have at least 30 minutes of daily physical activity.</p> <p>Ensure lunch staff are actively playing a part in the physical activity needed to ensure healthy lifestyles. Training for Year 5/6 pupils and staff to use the Inspired playground markings. The markings were painted just before lockdown 1.0 and training has not been used or implemented.</p> <p>Widen the children's exposure to competitive sport by facilitating inter school competition for a range of sports.</p> <p>Re introduce swimming lessons for pupils, Gymnastic club and other sports based after school clubs that stopped due to Covid.</p> |

Did you carry forward an underspend from 2019-20 academic year into the current academic year?No

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.

|  |  |                                   |   |  |
|--|--|-----------------------------------|---|--|
| <b>Academic Year: September 2020 to March 2021</b>                       |  | <b>Total fund carried over: £</b> | <b>Date Updated:</b>  |  |
| What Key indicator(s) are you going to focus on?                         |  |                                   |   | <b>Total Carry Over Funding:</b>   |
|  |  |                                   |   | £  |
| <b>Intent</b>  | <b>Implementation</b>  |                                   | <b>Impact</b>   |  |
| 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.<br><br>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?<br><b>N.B.</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. | % Swimming lessons not happened due to Covid |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | % Swimming lessons not happened due to Covid |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | % Swimming lessons not happened due to Covid |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?   | Yes/ <b>No</b>                               |

## 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:   |   |
|--|--|-------------------------|--|---|---|
| <p><b>Key indicator 1:</b> 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:   |
|  |  |                         |  |   | %   |
| 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:  |
| Raising fitness levels of all children. More active playtimes and lunchtime opportunities for all pupils. Increase engagement of all pupils and develop a whole school approach to improving the daily active minutes for all children. Working towards 30min of activity per day. | <p>Training for Year 5/6 pupils and staff to use the Inspired playground markings.</p> <p>Raise awareness of SLT and staff on the grant conditions and the Active 30 agenda. Active learning CPD. Active 30 introduced to parents and children during Healthy Living Week</p> <p>Play leaders (Staff) employed to support the active lunchtimes and ensure uptake of the active lunchtime initiatives.</p> |                         | <p>None – free of charge updates</p> <p>£6,000</p> | Evidence will be logged by the playground buddies who will record daily activity on the online program and then award class and individual awards for most active class/children. | This element will provide a permanent and long-term fixture for the playground. The pupil training will be cascaded annually to Year 5 and staff will receive annual top up training. The ongoing monitoring using the app ensures continued provision. |
| <p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>   |  |                         |  |   | 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>Greater engagement in Physical Activity and Healthy lifestyles. Building pupil self-confidence mind set and resilience. Leadership opportunities for pupils.</p> | <p>Target disaffected pupils (participation registers, staff and pupil voice)</p> <p>Training from Inspired playgrounds linked to playground equipment above plus training from staff</p> <p>Reporting of chn's sporting achievements on school website and Facebook page. Promote new equipment and initiatives in the local media</p> | <p>None</p> | <p>Records of achievements</p> <p>Records of pupil engagement in activities</p> <p>Playground activity monitoring.</p> | <p>More space available will provide a long-term benefit to all pupils</p> |
|---|---|-------------|--|--|

| 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:  |
| REAL PE/ GYM/Dance to be used and imbedded further across school and staff to ensure progression from skills-based lessons to outdoor games lessons. Impact will be pupils gain a wide range of skills to apply in any sporting situation. | Internal staff meetings with PE leader and monitoring of the REAL PE skills lessons and games lessons   | None – free of charge updates<br><br>Equipment Renewal<br>£8000               | Evidence will be from PE observations and teacher’s progression records for PE           | Increased participation and enjoyment should lead to a greater number of children choosing to do sporting activities. |
| 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?: | Sustainability and suggested next steps:  |
| The school will continue to offer a range of sporting activities for children to participate in during after school.<br><br>To build self- esteem and improve life styles To develop self-control and coordination                         | Organising outside clubs to use the school as a hub for their activity. We currently have golf and gymnastics. Expanding this to include a martial art and possible dance/ballet.<br><br>Sports coaches deliver a range of activities such as trampolining, street dance, climbing wall across the school.<br><br>Children visit sports centres and YR6 | None – PE clubs are offered for an initial period free of charge<br><br>£3000 | Uptake of pupils for the PE clubs  | Increased participation and enjoyment should lead to a greater number of children choosing to do sporting activities. |



|  |      |  |  |  |
|--|------|--|--|--|
|  | Camp |  |  |  |
|--|------|--|--|--|

| 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:  |
| School will contact and connect with local schools to look at the way we can set up and run inter school competitions.                                      | P.E Lead to connect with the local Trust schools and CLP Heads to arrange inter school games | Travel costs<br>£500 | Records of fixtures with other schools both home and away.                               | Working with local school in the area to set up inter school competitions and maintaining this through pupil and parent engagement. |

|                 |         |
|-----------------|---------|
| Signed off by   |         |
| Head Teacher:   |         |
| Date:           |         |
| Subject Leader: | HH      |
| Date:           | 28.5.21 |
| Governor:       |         |
| Date:           |         |