

# 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:
<ul style="list-style-type: none"> <li>- Wide range of extra-curricular clubs offered</li> <li>- School Games Mark Gold for three years</li> <li>- Positivity of children towards PE demonstrated through pupil voice</li> <li>- Number of festivals/competitions attended</li> <li>- High quality teaching of PE with support from external providers</li> <li>- Introduction and use of AFL books</li> </ul>	<p>Focus One: To ensure children achieve 30 minutes of exercise per day in school along with the chief medical officer's guidelines.</p> <ul style="list-style-type: none"> <li>-<i>Prioritising active time in the classrooms</i></li> <li>-<i>Variety of activities available for children during breaks</i></li> </ul> <p>Focus Two: The profile of PESSSPA to be <b>consistently</b> high across school. Including school sports values.</p> <ul style="list-style-type: none"> <li>-<i>Push on the school games values</i></li> <li>-<i>Children being able to discuss their progress in PE</i></li> <li>-<i>Staff being able to identify expected level of children using AFL books</i></li> </ul> <p>Focus Three: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <ul style="list-style-type: none"> <li>-<i>To ensure ALL staff feel confident in their teaching and knowledge of PE</i></li> <li>-<i>Training for new staff around PE</i></li> </ul> <p>Focus Four: Broad experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> <li>-<i>Opening children's eyes to the wide range of sport there is available. i.e. Not just football.</i></li> </ul>

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.


<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £</b>	<b>Date Updated: September 2020</b>
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £
<b>Inten t</b>	<b>Implementatio n</b>	<b>Impac t</b>	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To provide sports activities for vulnerable children/keyworkers in school.</p> <p>To continue to send activities home for children to remain active during the pandemic.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Children to maintain physical fitness whilst in a difficult time.</p> <p>Physical fitness to support wellbeing.</p> <p>MGFA to support with activities to send out.</p> <p>MGFA to work with vulnerable children remaining in school.</p>	<p>Carry over funding allocated:</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?</p> <p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>

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.	Unable to assess as swimming was due to take place during lockdown periods
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £ 19070		<b>Date Updated:</b> September 2020 – To be reviewed September 2021	
<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					Percentage of total allocation: 21%
<b>Inten t</b>	<b>Implementatio n</b>		<b>Impac t</b>		
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:	
To ensure children achieve 30 minutes of exercise per day in school along with the chief medical officer's guidelines. <i>-Children being more active at playtimes</i> <i>-High quality exercise provided in class.</i>	Sharing of ideas for in-class exercise on the staffroom noticeboard. 2 x CPD sessions provided by SSSP for all staff  PE Co-ordinator to be given time to view exercise across school  More equipment to be bought for use at playtimes and lunchtimes to encourage activity  Government guidance allowing – EH to train sports leaders to run activities for children	£4,000			
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 10%
<b>Inten t</b>	<b>Implementatio n</b>		<b>Impac t</b>		

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>1. Raise the profile of the values below. Discuss how they can apply in various areas, not just PE</p>  <p>2. Provide opportunities for children to attend sports festivals and promote via twitter what children are achieving</p> <p>3. Ensure PE teaching is of a high quality and inspires children</p>	<p>Sports leaders to be given 'stickers' for children displaying the school sports values.</p> <p>Transport provided to festivals where sport can be celebrated</p> <p>Twitter used to promote events children have attended.</p> <p>MGFA and EH to support with PE teaching.</p>	<p>£2,000</p>		

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				42%
<b>Inten t</b>	<b>Implementatio n</b>		<b>Impac t</b>	
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 staff confidence in teaching of PE so that school has a sustainable model of high quality PE teaching.	Emily Hook to deliver sessions. Teachers to take part and develop their understanding of how to teach sport skills progressively.  2 x CPD sessions provided by SSSP for all staff  Assessment for Learning books to be more structured so that staff are aware of where children are expected to be at in their year group.	£7946		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				10%
<b>Inten t</b>	<b>Implementatio n</b>		<b>Impac t</b>	
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>1. Children to be aware of the wide range of sport/exercise to be available to them.</p> <p>2. Children to have more input on what they would like to try.</p>	<p>Inspirational videos to be shown in class of unusual sports stars.</p> <p>Sports week to include a range of sports not usually available to children</p> <p>Sports equipment purchased to allow children to take part in new sports.</p> <p>MGFA and Sports specialist provide experiences of a range of sports including outdoor adventure sports.</p>	<p>£2,000</p>		
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				15%
<b>Inten t</b>	<b>Implementatio n</b>		<b>Impac t</b>	
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:
Children to be inspired to participate in competitive sport.  Establish networks with other local schools so that competitive sport can be sustainable in the future.	MGFA to organise inter competitions.  AI/Sports leaders to organise intra school competitions.  Competitions to be shared via twitter.  Children identified with sporting talents to be supported in improving their practice through access to competition in and outside of school.	£3,000		

Signed off by	
Head Teacher:	Amy Blackburn
Date:	October 2020
Subject Leader:	A Irwin
Date:	October 2020
Governor:	V. Pinkney
Date:	October 2020