

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



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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>-All children participate in 2 hours of PE a week and the majority of children are active out of school hours through a local club, personal exercise or walking to and from school (until COVID circumstances).</p> <p>-A health and well-being week hosted in June, raised the profile of sport/physical activity and the importance of being physically literate throughout their life.</p> <p>-All staff worked alongside a designated PE teacher, staff observed quality teaching and were supported in the planning and assessment of their own lessons.</p> <p>-A variety of after school clubs, run by teachers and outside agencies, which provided a broader range of activities for children to engage with. During the health and well-being week sporting activities were accessed to develop working collaboratively as a team whilst also developing individual personalities/skills and understanding of sportsmanship (until COVID circumstances).</p> <p>-Continued engagement in the school games competitions (intra and inter) and an increased motivation from children to participate and represent school. (until COVID circumstances).</p> <p>-With previous circumstances preventing schools being open fully to all children, PE and physical activity/exercise was still considered (if not more so) a priority and was promoted regularly to support mental health and well-being regarding the circumstances at the time.</p>	<p>-Sports council to have more of an active voice in the upcoming academic year as well as general pupil voice to inform decisions made regarding PE/school sport and how this should look in school.</p> <p>-Continue to upskill members of staff through CPD, working alongside PE coordinator and general support regarding the teaching/learning of PE within school.</p> <p>-Target disengaged pupils to compete in more sporting activities.</p> <p>- Identify exactly how children are active outside of school and use this to develop ideas and strategies so that a higher percentage of children are participating in physical activity for 60 minutes a day.</p> <p>-Ensure there are opportunities throughout PE lessons to discuss the importance of being physically literate and the positive, lasting impact it can have.</p> <p>-Continue to run clubs and allow children to participate in activities that are not always easy to access in the community or within school.</p>

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: £18,443	Date Updated: 04.03.21		
What Key indicator(s) are you going to focus on? The engagement of all pupils in regular physical activity.			Total Carry Over Funding: £16,300 (approx.)	
Intent	Implementation		Impact	
Following an initial stock audit, invest in/replenish required stock to enable better participation within PE lessons/sport related activities.	Audit of stock at the beginning of current academic year. Discussion with school council/pupil voice to discuss resources. Year group discussions. Staff voice and lesson observations.	Approx. £3000	Improvements in rations of access to equipment per child resulting in increased opportunities for skill practice and development in lessons/school clubs/sporting activities. Increased interested/levels of participation and enjoyment evident within the children.	Continued monitoring of need for equipment and discussions with children and staff to identify resources required. Discussions with the children to identify equipment/resources needed for personal interests and recommendations of sports/activities.
Develop school grounds to promote physical development and encourage participation in structured, competitive games/activities.	Source and install a MUGA onto the playground with various opportunities for different sports and competitive games/uses. Encourage use in PE lessons to further embed and develop positive attitudes towards competitive sports and identify skills, rules to play and referee/coach effectively.	Approx. £12,000	Children accessing more structured outdoor activities. Increased participation in competitive sports. Children develop their team skills from sports most commonly played within the MUGA. Children accessing a more active break/lunch time. Within structured use/lessons, children identify skills/rules required in the games to gain referring/coaching opportunities.	Observations of use of the MUGA. Pupil/staff voice. Higher activity rate identified during break and lunch times. Increased skill level/understanding of specific sports/rules when played within the MUGA.
Discuss with EYFS/KS1 staff the resources needed to develop gross/fine motor skills and encourage early skill development and love of PE and physical activity during PE and undirected time. Resources to be ordered.	Staff discussion and audit of stock. Discussion of how equipment links to increased engagement and skill development.	Approx.£1300	EYFS/KS1 to have more appropriate equipment during break/dinner times to encourage engagement of physical activity. EYFS children to have access to equipment that promote physical activity whilst also developing gross/fine motor skills.	Continue to monitor the use of/success of the equipment. Discuss with staff the benefit off the resources and set aside further budget money in the future if a positive impact is seen.

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What Key indicator(s) are you going to focus on? The profile of PE and sport is raised across the school as a tool for whole-school improvement and is linked to the benefits of exercise with children's mental health and well-being.			Total Carry Over Funding: £200	
Intent	Implementation		Impact	
To celebrate sporting achievements within the whole school and local community. To reward children for participation and team spirit awards etc to ensure PE and school sport is not only seen as a competitive (win or lose) activity to increase enjoyment and levels of investigation.	Assemblies – hand out/celebrate awards. Participation and achievement recognized throughout all areas of sport (School Games Values used/recognised). Specific focus during Health and Well-being week to promote participation as much as celebrating winning/achieving results.	Approx. £200	Pupils are inspired to continue in sporting opportunities within school and at home. Pupils who did not previously engage in afterschool clubs are encouraged to in future years. Children continue to develop their understanding of PE and school sport as a tool for improvement/mental health and well-being, not just a celebration of winning achievement.	Tracking of participation through registers/school club lists. The 'mood' around PE/school sport/competitive games and activities changes from 'winning' to enjoying the participation and benefits the above can bring. Children equally as excited to join. Children display qualities of good sportsmanship.
What Key indicator(s) are you going to focus on? Increased confidence, knowledge and skills of all staff in teaching PE and sport			Total Carry Over Funding: £600	
Intent	Implementation		Impact	
Implement lesson structure/ideas of Get Set 4 PE alongside our PE curriculum/progress ladders. Staff to understand how our progress ladders can be used effectively alongside well-planned PE lessons.	Get Set 4 PE to be trialled by Elizabeth Baker when teaching KS2. KS1 to use for their weekly lessons. Ensure ideas work alongside our bespoke curriculum and objectives are monitored. Majority of staff across to school to have trialled and used Get Set 4 PE by the end of summer term.	£600	Get Set 4 PE works alongside our current curriculum, upskills staff in PE lesson structure and enables staff to feel more confident and equipped when teaching PE. Staff feel more confident/comfortable teaching PE and know they have the resources, experience and understanding to teach effectively and see progress within themselves and the children. Children begin to use activities/skills in the lessons independently in their own time and start to develop their physical literacy.	Termly assessments. Discussion with EB regarding structure/lessons. Staff discussions. Pupil voice discussions.

What Key indicator(s) are you going to focus on? To increase the opportunities for and participation in inter and intra school competitions (Depending on the COVID restrictions being lifted locally and all relevant risk assessments being in place)			Total Carry Over Funding: £950	
Intent	Implementation		Impact	
To continue with the partnership with the LA School Sport Partnership (SHAPES) to encourage participation in organised competition and develop the skills and qualities needed to work collaboratively whilst children also develop themselves as individuals within PE/school sport.	Access to local network of competition organised by SHAPES Increased participation in inter and intra-school competition Variety of sports experience with a wide selection of children from various year groups attending.	£950	Variety of sports experience by a variety of children. Exposure to different sporting activities. Children well rounded in competition/sporting etiquette.	Tracking of different children accessing activities. Competition calendar to evidence variety of sports. Children enthusiastic to participate in sporting competitions.

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 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 over and above 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.

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:
					%
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:	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:	

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:
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:
Additional achievements:				

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:

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	