

# 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>• Fixed gym equipment has been installed on the playground.</li> <li>• A range of new resources available at break and lunch times to encourage more pupils to be physically active.</li> <li>• PE Lead engaged in CPD with HAS, has effectively led PE and sport and received an award from HAS for PE Lead of the year.</li> <li>• Children, including children from vulnerable groups, took part in a range of competitions and have received awards.</li> <li>• Children enjoy and participate in a wide range of PE and sport activities.</li> <li>• PE achievements were reported in fortnightly newsletters.</li> <li>• Parents have attended sporting events.</li> <li>• First Steps sports coaches provided CPD to all staff during PE lessons.</li> <li>• Children received a high standard PE and sport lessons.</li> <li>• Teachers have been 'upskilled' in their teaching of PE and staff questionnaire and observations validate this.</li> <li>• Teachers who were new to the school were supported and their confidence in teaching PE.</li> <li>• A wide range of clubs took place and more were planned for 2019/2020.</li> <li>• Pupils took part in new competitive competitions, including swimming.</li> <li>• A wider range of pupils took part in sport/healthy lifestyle extra-curricular clubs and competitions.</li> <li>• A wide range of new resources have been purchased to be used for PE lessons, for example Yoga mats.</li> <li>• Playground Leader system in place to encourage children to join in</li> </ul>	<p>Covid-19 has had an impact on the physical and mental well-being of pupils in school. Therefore, during 2020/2021, the school will ensure that PE, sport and physical activity, including outdoor learning, is a key focus to ensure all children have the opportunity to live healthy and active lives. Physical activity has numerous benefits for children's physical health, as well as their mental well-being (increasing self-esteem and emotional well-being and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that children have access to sufficient daily activity can also have wider benefits, such as improving behaviour as well as enhancing academic achievement.</p> <p><b><u>We aim to do this through the following:</u></b></p> <p><b>Engagement of pupils in regular physical activity:</b></p> <ul style="list-style-type: none"> <li>• Ensure the least active children to be targeted for specific clubs/activities.</li> <li>• Ensure all children have access to high quality activities and resources during break times and lunch times.</li> <li>• Ensure all pupils are active for 60 minutes per day.</li> <li>• Ensure a wide range of sports after school clubs are available to all pupils.</li> <li>• Develop outdoor learning provision, including forest schools.</li> <li>• Ensure remote schools home learning provision includes high quality physical activity that pupils can engage with at home.</li> <li>• Develop active mile provision.</li> <li>• Improve swimming provision and ensure pupils across the school engage with this.</li> </ul>

games and become more active during free play time.

- A wider range of pupils have taken part in sporting events.
- The school had a busy calendar of sporting involvement planned for the 2019/2020 academic year.

**Profile of PE and sport is raised across the school:**

- Organize and train new playground leaders.
- All pupils encouraged to walk or cycle to school.
- All pupils encouraged to engage in active break times.
- PE fortnightly newsletter.
- Dedicated PE display in school to celebrate achievements and raise awareness of events and the importance of physical activity and health lifestyles.
- Use of social media to celebrate achievements.
- Parents encouraged to support school sporting events.
- Purchase spare PE kit so that all pupils have appropriate kit for PE.

**Increased confidence, knowledge and skills of all staff in teaching PE and sport:**

- Ensure PE Lead and all staff have access to high quality CPD.
- Ensure all children have access to high quality teaching during PE lessons through mentoring and monitoring of provision.
- PE Lead to introduce new PE scheme of work for 2020/2021 to support teachers to plan high quality PE lessons.
- Work alongside professional sports coach to enhance PE and sport provision.

**Broader experience of a range of sports and activities offered to all pupils:**

- Ensure a wide range of PE and sports are available to all pupils.
- Develop the range of after school sports clubs available to pupils.

**Increased participation in competitive sport:**

- Continue to take part in School Games through HAS membership
- Develop links with local sports clubs.
- Ensure pupils have opportunities to take part in a wide range of competitive sports.
- Purchase new school PE sport kit.

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

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? <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.	52%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	22%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	22%
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 We plan to use this during 2020/2021

## 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> £17390		<b>Date Updated:</b> September 2020	
<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: 43%
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?:
The least active pupils are targeted to take part in a range of free additional physical activities.		Set up the following: <ul style="list-style-type: none"> <li>• Daily running club - Teachers</li> <li>• Change for Life Club</li> <li>• Table tennis club - PF</li> <li>• Skate boarding club - PF</li> <li>• Gymnastics club - PF</li> <li>• Dance club - PF</li> <li>• Gardening club - CS</li> </ul>		£1500	All pupils, including the least active pupils are inspired to take part in activities due to the range of activities available.
Pupils are encouraged to take part in physical activities and active play during break and lunch times to ensure they are physically active for 60 minutes each day.		PE Lead to organise the election of play leaders from each class and to train play leaders so they can lead games and activities at break and lunch time (CPD from Physical Foundations). Play leaders set up activities and lead games during break and lunch times. Staff encourage pupils to be physically active by joining clubs and		£1000	Play leaders are trained. Pupils are active during break times. High-quality resources are available for pupils to use during PE and sport activities.

	<p>taking part in activities.          Improve the range of resources available to enable pupils to engage in physical activity on a daily basis.          Purchase resources to set up a range of clubs (see above).</p>			
<p>Pupils engage in daily physical activity through remote learning pages.</p>	<p>PE Lead to ensure physical activity is featured on school's remote learning pages.          Teachers to ensure they plan for remote learning for PE and ensure pupils are engaging with this when doing pupil check ins.</p>			<p>Pupils engage in physical activity when learning from home.</p>
<p>Raise attainment in swimming.</p>	<p>Swimming gala for all pupils in KS1. Additional top-up swimming lessons in Year 5 or Year 6 for pupils who are not able to swim 25 metres in Year 4.</p>	<p>£5000</p>		<p>Pupils across the school gain confidence in swimming and attainment in swimming at the end of KS2 is improved.</p>

<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 11.5%</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Physical activity is embedded into the school day.</p>	<p>Pupils are trained to be play leaders (CPD from Physical Foundations). Pupils take on role of play leaders and encourage pupils to engage in physical activity.          Pupils are encouraged to walk, cycle or scoot to school.          Teachers engage pupils in 'active</p>	<p>£500</p>	<p>PE, sport and physical activity are high profile.          More pupils are regularly engaged in physical activity.          Pupils emotional well-being is improved.          Pupil behaviour is good.</p>	

<p>All pupils have access to suitable PE kit so they can take part in all PE lessons.</p>	<p>lessons' (CPD for teachers).  PE Lead to send out fortnightly newsletter (include ideas for physical activity at home).  PE Lead to ensure PE noticeboard is kept up to date.  PE Lead to ensure social media is used to promote PE, sport and physical activity across the school.  PE Lead to ensure parents are invited to sporting events.</p> <p>PE Lead to purchase spare PE kit for each class so that if pupils do not have kit they can take part in PE lessons.</p>	<p>£500</p>	<p>All pupils regularly take part in PE lessons.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
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:
Staff have access to professional development to help increase their confidence and knowledge of teaching PE and sport.	PE Lead CPD – Level5/6 Sport and PE CPD for staff from Physical Foundations Swimming CPD for staff Change for Life CPD for staff Forest Schools CPD for staff with a view to developing this provision in school when staff are trained 6 days staff cover AfPE membership  PE Lead to monitor teachers' engagement with free online CPD through HAS membership	£4650	Staff can confidently deliver high-quality PE and sport across the school.  Progression through the PE curriculum is carefully monitored to ensure pupils are making progress. Any areas for further development are identified and addressed through CPD/support.	
Staff confidence and knowledge is improved.	PE Lead to monitor PE and sport provision across the school regularly (6 days cover).  PE Lead to ensure teachers are confident using the new PE SOW.	£1140		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0% (see above)
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>Wider range of sports and physical activities to be introduced to encourage more pupils to take up sport and physical activity.</p> <p>Extended the range of opportunities available to pupils before and after school, especially for pupils in KS1.</p>	<p>Daily running club, Change for Life Club and other after school sports clubs (table tennis, skate boarding, gymnastics, dance and gardening).</p> <p>Sports coach employed by the school to support the development of a range of clubs available to pupils.</p>	<p>See above</p> <p>See above</p>	<p>Pupils are engaged in physical activity and understand the importance of leading a healthy lifestyle.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:
Ensure pupils in KS1 and KS2 have the opportunity to take part in sports competitions throughout the year.	School membership to HAS and School Games	£1500	Pupils have the opportunity to take part in competitive games with other schools.	
	Competitive sport calendar in place for the whole school for pupils to take part in competitions with other schools.	£500	Pupils have the opportunity to take part in competitive games with others in school.	
	Calendar of tournaments in place for whole school for pupils to take part in within school.		Pupils have the opportunity to take part in competitive games with others in school.	
	Purchase medals and trophies for participating in competitions etc.	£200	Pupils receive rewards for their achievements.	
	PE Lead to make link with local sports clubs.		Pupils have extended opportunities outside school.	
Purchase new sport kit for pupils representing the school at competitions.	£300	Pupils look smart and feel proud to be representing the school.		

Signed off by

Head Teacher:	Claire Smith
Date:	
Subject Leader:	Emma Coates
Date:	
Governor:	
Date:	