

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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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 **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:
<ul style="list-style-type: none"> - All children participating in 2 hours of PE <p>Extra curricular activity</p> <ul style="list-style-type: none"> • There was 42% of KS2 who took part in at least one club and 26% who took part in at least two clubs (this is 63% of the people who took part in clubs).The restrictions meant that club capacity was reduced and therefore figures are impacted. <ul style="list-style-type: none"> - 100% of pupils participated in personal challenge activities led in houses <p>Competitive sport</p> <ul style="list-style-type: none"> - 100 % participation in KS1 agility - 100 % participation in UKS2 Athletics - Football – Year 5 / 6 – 16% - 100 % participation in ball skills – UKS2 - 100 % participation in Run The Distance – Y 5/6 - Children that have entered the competition 88 Children - 100% children on SEND register participated in at least 2 competitions <p>Upskilling</p> <ul style="list-style-type: none"> - Upskilling of new teachers / new to year groups: 6 - Dance upskilling for 10 teachers - Range of differing sports being introduced to curriculum map <p>COVID 19 – Lockdown period</p>	<ul style="list-style-type: none"> - Increased % of children participating in 1 extra-curricular sport (50%) - Increased % of children participating in competitive sport (___ 5) - Commence top up swimming for Y6 not achieving 25m - Curriculum swimming Y4, top up swimming Y5 / 6 - Launch and train sports leaders - School Games Mark to achieve Gold currently on Silver - 2 new NQTs / 1 NQT +1 – up skilling programme of coaches teaching teachers - clear and measureable - Develop MAT audit / staff confidence and hand out - Upskill PE Lead - Coaches handbook - MAT - Crash course vouchers to be used strategically to target children who cannot swim 25m - Complete observations of PE teaching - Set up bike ability – Autumn Term

<ul style="list-style-type: none">- Daily PE videos created and uploaded for all children to access- After school club workouts – streamed- Coaches to teach key worker groups in school	
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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: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
Intent	Implementation		Impact	
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. 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.	74%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	18%
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?	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:		
<p>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</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:
- Active Maths	Active Maths on each year group timetable for 3 x 20 minute sessions.	£435	How many took part?	Following a successful year of this, Active Maths to be used during morning times for brain breaks and during PE sessions, interventions etc.
- Active travel	Travel tracker to be done daily, badges given to children for each milestone hit.	£1626.00	83% of children engage in active travel 44% children walk to school 36 % park and stride to school 2% cycle to school 1% scooter to school	
- Sports Leaders / House Captains				
- PE provision allocated during COVID 19 lockdown period (Spring term)	Ensure children have sports provision	£4225		
- 2 hours of PE on timetable	All year groups allocated 2 hours of PE on timetable. Informal drop in's to check.	N/A	Children engaged in PE lessons and are active in sessions.	This will continue into 2021-22 Children are trained into zones, use of resources and equipment this will continue in 2021-22. Some new equipment needs to

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<p>- Swimming catch up</p>		<p>£540.00</p>		<p>be purchased. News sports leaders to apply and deliver training for.</p>
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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:
Lunchtime provision – active lunchtimes encouraged by sports coach including DRAs across KS1 / KS2	Coaches to speak to class teachers to identify and target children that need to be more active. Set up structured games to support behaviour.	£2995	83% of children are active at lunchtimes and engaged in a physical activity (skipping, dancing, gym)	Sports leaders to be set up to allow for leaders to lead and coach games and activities across the school.

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:
New to year group teacher from EYFS to KS1, NQT teacher, support for differentiation for Y1 and Y4 teacher Upskilling of DRA's at lunchtime with CV Life coach PE Hub subscription	Teachers identified because they are new to school.	£630 £357.00	Questionnaire – responses – adults feel better facilitated to teach PE sessions that are skills focused and differentiated to needs of the class. Provides teachers with planning, resources and skills materials to deliver effective PE sessions.	Training can be used in new year group and to support year group partner. In a questionnaire ask teachers if they benefit from PE Hub or find a suitable planning tool.

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:
<p>Additional achievements:</p> <p>Provide a range of sporting activities for children in PE lessons and after school club to support long life engagement in sports and activities.</p> <p>Disengaged children or identified as sedentary have been targeted through lunchtime provision</p>	<p>Children engaging with range of different activities in PE sessions and after school club: Archery Boccia Cup stacking</p> <p>Children targeted at lunchtime by sports coach to participate in sports activities linked to their interest. Sports coaches available to support and engage children in this.</p>	£225.00	Core skills adapted and suited to match the children and competitions that are on offer to provide extra preparations for competitions. Due to COVID engagement was not as high as intended.	Autumn Term 2022 – activities will be based on pupil voice and encouraged to try new activities.

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:
Increase number of children to participate in competitive sports (COVID – virtual events) allowing for 100% participation in many of the sporting events.	<p>Year 2020-21</p> <p>Primary KS2 SEND Athletics - 8 SEND Children</p> <p>Year 3/4 Athletics Results- 51 Children. Competition 10</p> <p>Key Stage 1 Agility Results- 116 Children Competition 10</p> <p>Year 5/6 Athletics Results- 121 Children Competition 20</p> <p>Year 5/6 Football Results- 10 Children Competition 10</p> <p>Key Stage 1 Speed Stacking - 77 Children Competition 12</p> <p>Year 3 and 4 Run the Distance - 51 Children Competition 8</p> <p>Year 5 and 6 Run the Distance - 121 Children Competition 12.</p> <p>Year 5 and 6 Ball Skills - 121 Children Competition 6.</p> <p>Children that have taken part overall is 668 Children.</p> <p>Children that have entered the competition 88 Children.</p>	£8450	Pupils have increased confidence and understanding of competitive sport.	Use these skills moving forward to next year when we can attend competitions COVID depending.

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