

# 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>Clubs were running to prepare children for a range of competitions to increase participation in competitive sport</p> <p>PE curriculum in place</p> <p>Range of coaches booked so broader experience of a range of sports and activities offered to all pupils</p> <p>Staff observed range of coaches which has supported own practice in specific areas</p> <p>Outdoor exercise area installed and used regularly by KS2 pupils until school closures</p> <p>(School closures due to Covid-19 limited success)</p>	<p>In response to a decline in children’s activity levels during the lock down period the engagement of pupils in regular physical activity (30 minutes a day should be in school) is a key focus.</p> <p>Children to access a broader range of sports through coaches and school clubs.</p> <p>Increased participation in competitive sport within school to prepare children when wider experiences available</p> <p>Increase the % of pupils who can swim 25m by the end of year 6 and meet the NC requirements for swimming</p>

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

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:</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.  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 2021.	63%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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> £18,360		<b>Date Updated:</b> October 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: 52%
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?:
Engaged in more physical activity over play times		Use of coach one play time a week to model games that promote physical activity	(part of first steps package priced in indicator 3)	£500	Children will have a range of game ideas that will increase their physical activity at playtime. Social skills will also be supported and this will support children's wellbeing.
		Daily Mile relaunched			Accessible for all so this will improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances.
		Equipment audit	(see indicator 5)		Spare equipment to be moved specifically to playgrounds so that children can use skills and game ideas learnt in PE lessons to increase activity at play times.
					Game ideas for staff to train children in a range of games Buddies in place once restrictions change to also support
					Sustainability and suggested next steps:

Increase the percentage of pupils who can swim 25m with confidence. Y4 and Y5, plus Y6 catch up.	Weekly swimming lessons for year 4 and 5 (plus Y6 catch up). Currently on waiting list to be booked in when Covid-19 restrictions are relaxed and swimming allowed.	£9000	Percentage of pupils who can swim 25m with confidence increased from previous year.  Pupils are equipped for safe-self rescue in different water situations.	Large number of pupils need sessions due to Covid-19 restrictions. Commitment to spend large proportion of the budget on swimming lessons this year will reduce number of pupils who need to attend next year, therefore making swimming sessions more sustainable.  Pupils identified as gifted and talented directed to swimming clubs.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:  8%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</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:
All children ready to learn and take part in PE	Spare PE kit purchased in a range of sizes, including some suitable for wet/cold weather outdoors due to Covid-19. Washing machine purchased and installed	£1500	All children will feel part of a team and ready to learn supporting their wellbeing. Children will be able to safely take part in physical activity.	System in place to ensure that kit cared for and returned.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
Dedicated online PE syllabus with lessons and reporting tools to support teachers	Renew iPEP subscription PE lead to be released from class to support as required PE lead to distribute LTP to ensure that PE curriculum covered	£600	Children skills being developed and progression evident across the year groups. Photographic evidence and notes made on online lesson plans show progress the children are making. Children developing the skills to excel in a range of physical activities. PE syllabus builds in content to teach children how to lead healthy, active lives thinking about the effect exercise has on our bodies and mind. Promoting good physical and mental health.	Now LTP in place to ensure coverage look at how coaches can be used to enhance and broaden children's experiences. Enhance LTP further and create skills and knowledge progression documents to support this
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35%
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:				



Range of coaches in school to offer children a wider range of sports.	First steps sport delivering a range of sports (Hockey, Handball, Multi-skills and Story based PE) to all children. Also, providing home learning activities for children during bubble / school closures	£2900	Use children's pupil voice to lead the choice of coaches so that children are more engaged.  Sports chosen to be new to the children so they are having the opportunity to excel in a broad range of physical activities.  Show children where they can experience this out of school so opportunity to also access physical activity out of school.	Teachers to be in the sessions observing and team teaching so that they can teach these skills in the future.  Repeat pupil voice to guide next year.
	PB Tennis to deliver tennis to all children	£1450		
	Badminton (Paul Pratt)	£2000		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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 school has the equipment to ensure that competitions can take place	Equipment audit	£400	Sportsmanship developed. Physical activity more engaging for children. Children engaged and may want to explore these activities outside of school	<p>Move from competitions in classes to key stages when restrictions allow</p> <p>Children prepared for competitions with wider community</p> <p>Information given to parents about opportunities in the local area.</p>