

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

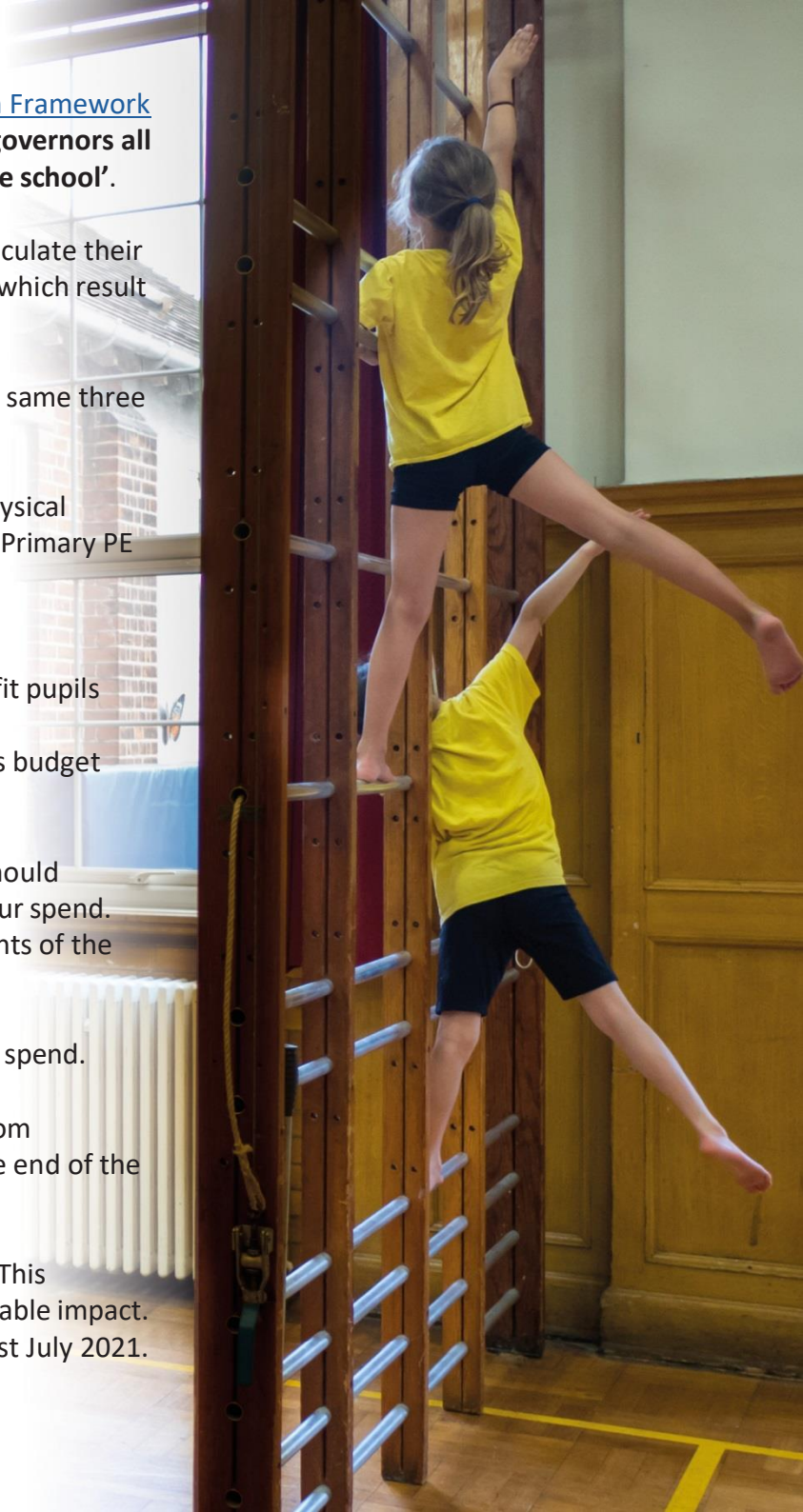
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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"> • Continued increase in uptake of lunchtime and after school clubs • Increased awareness of the impact nutrition and physical activity has on physical and mental wellbeing throughout the school and wider community • Recognition for participation in Virtual School Games during lockdown and beyond • Whole school participation at home and in school in schools Virtual Sports Day 	<ul style="list-style-type: none"> • Pupils to become leaders of activities at lunch time to ensure sustainability of active lunch time • Staff to have further upskilling to ensure PE is taught effectively across the school • Active teaching during the day to be further developed • Increase pupil's access to a range of activities outdoors during break and lunchtimes. • Further the quality of education so a series of lessons contribute to the ambitious curriculum intent

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £7834

+ Total amount for this academic year 2020/2021 £9637

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	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:
<p>Pupils have access to a range of activities outdoors during break and lunchtimes. Pupils will feel safe and be confident in their play having a positive impact on their self-esteem and personal development</p> <p>Enhance the quality of education by ensuring the curriculum’s intent and implementation are consistently and securely embedded through high quality resources</p>	<p>Continue to work with MSAs for healthy active break & lunchtimes despite constraints of “bubbles.</p> <p>Use Get Set for PE Ideas.</p>	<p>£9293</p> <p>£471</p> <p>£1314 (repairs)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Overall pupils’ behaviour is positive and reflects the school values. Low-level disruption does not continue into the classroom therefore not disrupting lessons or the day-to-day life of the school.</p> <p>Pupils’ physical literacy and skills attainment progress sequentially across the key stages in a range of sports and activities.</p> <p>Pupil’s consistently and securely embed physical literacy, resilience, confidence and collaboration</p>	<p>Further develop pupil attitudes and behaviour so all are highly motivated and resilient and respectful towards all others</p> <p>Pupils take an active role in the school’s development</p> <p>Pupils feel safe and be confident in their learning, consequently making progress from their baseline</p> <p>Attainment and progress expectations are clear in a range of sports across the key stages</p>

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:
Pupils has an improved awareness of the impact that physical activity and nutrition has on both their own and family's physical and mental well-being. Pupil's further develop the behaviour and attitudes that ensure they are exemplify the school values and make a valuable contribution to the school and wider community	Active nutrition wellbeing afternoons - Key Stage 1 and 2		Pupil's further develop positive behaviour and attitudes towards their health and wellbeing. Pupils develop leadership skills and take responsibility for leading play in school.	Pupils take an active role in the school's development Pupil's leave primary school with leadership skills that can be transferred to high school experiences and beyond

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:
Upskill teaching staff and support staff by observation of other teachers and coaches that come in.	Target teaching of PE in areas in which staff are less confident Embed principles and ideas Online courses available Staff to observe coaching from specialist coaches to aid CPD		Staff feel confident delivering quality PE lessons as mapped out in the PE curriculum and skills progression road map Pupil's consistently and securely	Staff to deliver further lessons without specialist coaching support.

	opportunities Specialised coaching staff allow targeted support to pupils in lessons to improve/accelerated progress (Covid 19 allowing)		embed physical literacy, resilience, confidence and collaboration	
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:
<ul style="list-style-type: none"> • Deliver a range of learning opportunities using Sports premium funding both within curriculum PE and as extra-curricular clubs. • Continue to raise profile of activities during National School Sports Week. • Evaluate activities available for pupils who do not usually take part an extracurricular club. • Pupils experience sports they have not known of before. • Improve & replace equipment and resources to access new/existing sports 	<ul style="list-style-type: none"> • All actions are to be reviewed in line with Government Covid 19 protocols & may not be possible in 2020-21 so currently no costing provision has been made. • Coordinate a range of learning opportunities both in curriculum time & after school clubs which enhance our current PE provision. • Increase the number of sports activities that they offer to their pupils. • Increase the % of pupils taking part in 2+ and 3+ hours of PE and Sport each 		<ul style="list-style-type: none"> • 85% of pupils achieving end of year & KS attainment target. • All pupils from KS1 & 2 attending an extra-curricular club. (If possible due to Covid 19 risk assessments.) • Registers. Participation data. • New sports investigated. • Clubs run only if safe in line with Government protocols. • Pupils continue to attend a range of after school clubs in 2021-22. 	Introduce new clubs to children (Covid restrictions allowing)

	week.			
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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 the % of pupils taking part in inter-school competition by attending cluster virtual sporting events. <ul style="list-style-type: none"> • Increase the % of pupils taking part in intra-school competition by taking part in more activities/game/competition in PE lessons. • Travel costs to attend Cluster events/competitions/festivals - dependent on Covid19. 	<ul style="list-style-type: none"> • All actions are to be reviewed in line with Government Covid 19 protocols & may not be possible in 2020-21 so currently no costing provision has been made. • Attend virtual cluster sporting opportunities for all pupils (fully inclusive) 2020 -21 • Deliver an inclusive sports day 2021. • Ensure competitive opportunities are embedded in curriculum PE. • Consider more intra competitions – speed stacking, KS2 competitive lunchtime matches.(Covid-19 permitting) • Increased number of Intra matches to take place in curriculum PE. 		<ul style="list-style-type: none"> • % of pupils who have taken part in Inter School Competition. • % of pupils who have taken part in Intra School Competition. • % of pupils who have taken part in virtual School Competition. • Registers. • Number of competition entries from school. • Subject leader reviews/evaluations. 	Attend more competitions either in person or virtually and held on own sites.

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

Governor:	
Date:	