

# 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>We were taking part in lots of festivals and fixtures</p> <p>Children were taking part in swimming lessons</p> <p>We had provided year groups with their OAA lessons on site. Some children achieved theirs on a residential.</p> <p>We used Urban Strides to promote being active during the lockdown</p> <p>Teachers who are not PE specialists benefitted from the planning being provided by Primary PE Planning</p> | <p>Providing more sports clubs on site</p> <p>Providing the children with more physical activity during the school day on top of the two hours they have for PE/games lessons.</p> <p>“The Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in 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.

| <b>Academic Year: September 2020 to March 2021</b>   |   | <b>Total fund carried over: £10,805.00</b>           | <b>Date Updated: 25.2.21</b>   |   |
|--|---|--|--|---|
| What Key indicator(s) are you going to focus on? Key indicator 1: The engagement of all pupils in regular physical activity  |   |  |  | <b>Total Carry Over Funding:</b><br>£10,805.00  |
| <b>Intent</b>  | <b>Implementation</b>   |  | <b>Impact</b>  |   |
| <p>Your school focus should be clear how you want to impact on your pupils.</p> <p>That all children become physically fit and active.</p> <p>That all children are fit and healthy.</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>Look at buying fitness equipment that the children can use outside. This is to encourage those children who do not like team sports.</p> | <p>Carry over funding allocated:</p> <p>£9287.50</p> | <p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?</p> <p>This was installed in February 2021 so we have not seen the impact yet. The key worker children in school, were really excited about it when they had seen it had been installed.</p> | <p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>The PE teacher is currently writing a scheme of work to go with the equipment so staff know how to use it in lesson times. He is doing a 'how to' video as well to show them how to use it correctly. We can also look at target groups of children who were know have not been physically active during lockdown. We also have some children whose weight we are concerned with so we can look at running sessions with them as well.</p> |

|  |   |                 |   |  |
|--|---|-----------------|---|--|
|  | <p>More equipment for Invasion games, so lessons were not impacted on by COVID-19 restrictions</p>                      | <p>£1096.59</p> | <p>This meant normal lessons could take place without PE equipment having to be cleaned in between lessons.</p>   | <p>The children and the teachers have been able to go out and have their PE/games lessons without having to worry about cleaning the equipment beforehand. This has meant we have been able to keep to our curriculum map in most areas.</p>   |
|  | <p>To zone the playground into sections to meet COVID-19 regulations, meaning more children can be outside at once.</p> | <p>£370.47</p>  | <p>We were able to keep playtimes and lunchtimes the same, and the children could be active during this time.</p> <p>As we could not use the hall, this meant more PE lessons could take place at a time.</p> | <p>Due to the bad weather, we had to stop the children going on our field, which meant we would have had to put the children on a rota for being outside. Zoning the playgrounds has allowed us to keep all children outside at all times, so they can run around and still be active.</p> |

|  |   |
|--|---|
| <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.</p>  | <p>We are not taking part in swimming lessons this year, due to COVID-19. We will look to go again in September 21.</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><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.</p> | <p>%</p> <p>This is usually completed in the summer term</p>  |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>   | <p>%</p> <p>This is usually completed in the summer term</p>  |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>   | <p>%</p> <p>This is usually completed in the summer term</p>  |
| <p>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?</p>   | <p>Yes/No – this is due to COVID-19 restrictions.</p>   |



## 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><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</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:  |
| That all children increase the amount of physical activity they do on a week at school.   | Buy more barriers to be able to zone of areas so more children can be outside during COVID-19 restrictions.     | £2821.70           | <p>We were able to keep playtimes and lunchtimes the same, and the children could be active during this time.</p> <p>As we could not use the hall, this meant more PE lessons could take place at a time.</p>                                | These will continue to be used in lessons and playtimes. They will also help with sports day and other competitions we run. |
| That all children increase the amount of physical activity they do on a week at school.   | Buy more equipment so that PE lessons can still take place and some after school clubs in a COVID friendly way. | £1259.54           | <p>We were able to keep PE lessons the same and stick to our PE overview because of buying the new equipment. We were also able to run some after school clubs as well in the summer term as this enabled us to keep to the lesson plan.</p> | These will continue to be used in lessons and playtimes. They will also help with sports day and other competitions we run. |

|   |   |                    |  |   |
|---|---|--------------------|--|---|
| That all children increase the amount of physical activity they do on a week at school.   | Replace the bike shed so that more children can cycle to school and we can adhere to the COVID-19 risk assessment | £6988.00           | The old bike shed was a health and safety hazard. By replacing it we have been able to let more children cycle to school as there is more space. | This will now be maintained annually to make sure it stays in a good condition. |
| <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:   |
|   |   |                    |  | %   |
| <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:  |
|   |   |                    |  |   |



| 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: |
| That all staff feel confident teaching all aspects of the PE/games curriculum.  | Continue our membership with Primary PE Planning                            | £395.00            | JS to get quotes from staff when back in school  |  |
| 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:<br><br>For all children to take part in a wide range of sports and activities  | Use Sport Support Services to run OAA days with year 3 and year 4 children. | £3850.00           | JS to get quotes from the children and staff when back in school                         |  |

| 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: |
| For more children to take part in competitive sport.  | Continue our membership with the School Sports Partnership.      | £750.00            | We have not taken part in festivals or fixtures this academic year due to COVID-19 restrictions. |  |

|                 |                |
|-----------------|----------------|
| Signed off by   |                |
| Head Teacher:   | Rebekah Green  |
| Date:           | 30.7.21        |
| Subject Leader: | Joe Sullivan   |
| Date:           | 30.7.21        |
| Governor:       | Neil Stickland |
| Date:           |                |