

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:

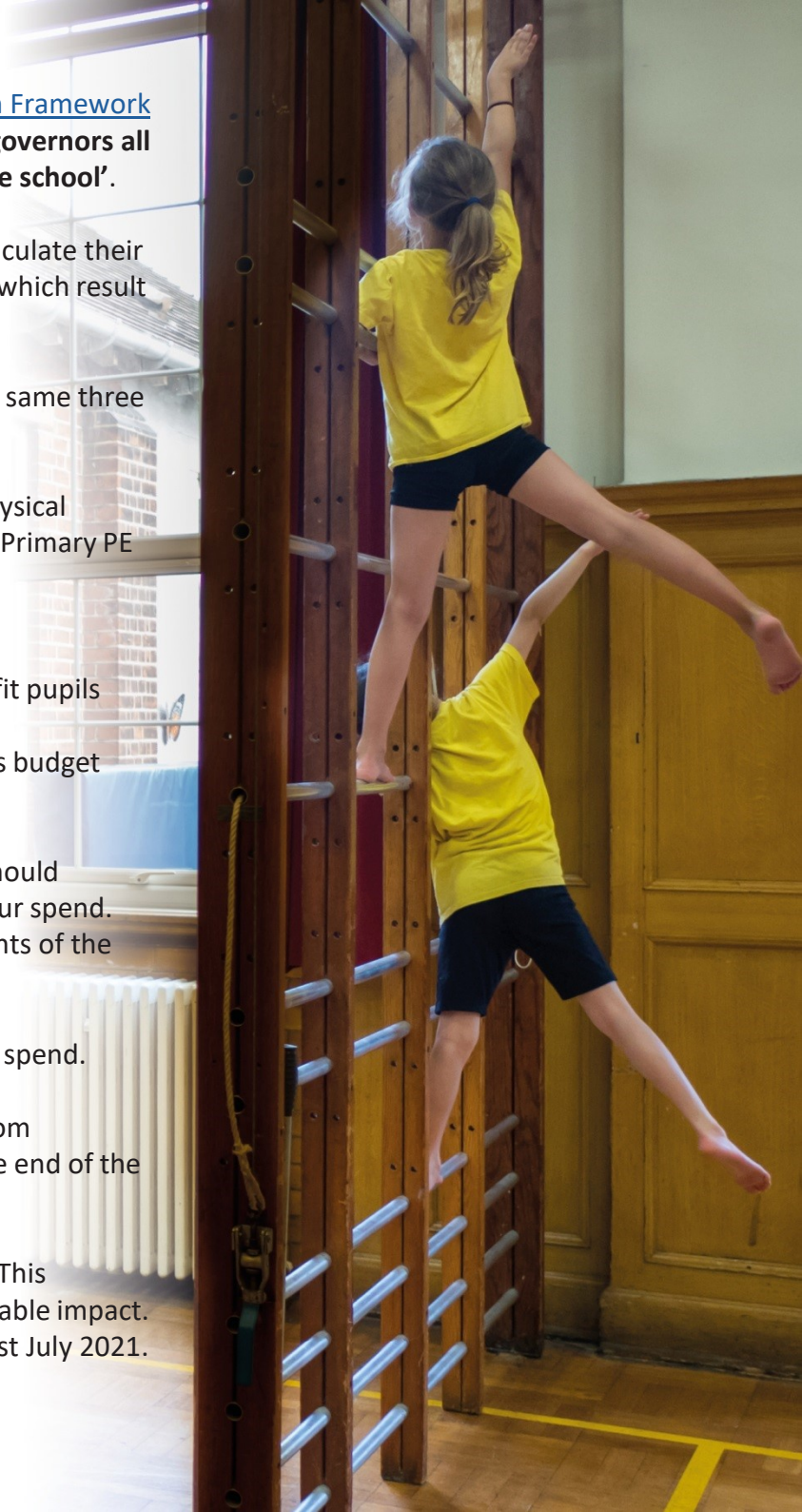
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<p>High quality lessons delivered by external PE coach.</p> <p>More active play at playtimes with the introduction of lunch time boxes.</p> <p>Sports week/activities to promote the love of physical activity.</p>	<p>To offer after school sporting clubs to ensure participation by all</p> <p>CPD training to build upon existing good practice and ensure all members of staff are confident in delivering high quality lessons.</p> <p>To build links with other local schools to set up games and fixtures.</p> <p>Find different ways to increase participation with competitive sports and to ensure all children are given the opportunity to be active for 60 minutes daily.</p>

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 £7978
+ Total amount for this academic year 2020/2021 £7167
= Total to be spent by 31st July 2021 £15145

<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>N/A</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>	<p>% N/A</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>Please see note above.</p>	<p>% N/A</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% N/A</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>No but we will be this academic year now Covid restrictions are easing.</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: £15145 (with a carry forward of £7978 not spent due to Covid last year)		Date Updated: July 2021	
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: 17%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Embed physical activity into the school day through active playgrounds and active teaching.		<ul style="list-style-type: none"> • Key aim to utilise resources to encourage active lunchtimes, as well as active play in before and after school club provision. • Working party to be established, comprising: PE coordinator and senior MDSA, Breakfast and After School Club leaders, HT and SENDCO • Aim is to create action plan and weekly activity rota for high quality before school, after school, as well as lunchtime physical play. • Further resource implications to be planned for and purchased, linking in with on-going curriculum review and implementation, as well as specific implications of Covid-19 protocols 		£2500 Not spent due to Covid restrictions – chn in bubbles and no clubs allowed	
				<ul style="list-style-type: none"> • Clubs starting up again enables more children to participate with restrictions being lifted. • More indoor/inclusion equipment to be purchased. This will enable more physical activity to be done in classrooms but also as a theme/challenge throughout the school. • Year 6 to take on playtime leader responsibilities in helping children play games and activities at break and lunch. • Facilitate high quality delivery of PE from all staff. • Facilitate improvements in all children’s PE learning and skill acquisition. • Improve range and quality of 	

				school PE resources and support materials, linking in with newly written PE scheme of work and school curriculum
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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:
				4%
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:
Embed physical activity into the school day through active playgrounds and active teaching.	<ul style="list-style-type: none"> PE coordinator and leadership to source and purchase short 10 minute classroom and outdoor PE activities that can be linked into the school day, ensuring 30 minutes activity a day goal is achieved. Resources to be purchased alongside, e.g. yoga mats, workout mats, support materials or subscriptions to sites 	<p>£650</p> <p>Not spent due to Covid restrictions</p>		<ul style="list-style-type: none"> Increase physical activity for all pupils across the school day Increase links for children between an active body and an active mind Research possible implementation of whole school initiative, e.g. the walking mile

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				61%
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:
To improve school staffs ability to provide high quality delivery of PE and sport, through training and resourcing	<p>High quality trained sports coaches will be hired for one day a week to work with every class.</p> <p>Up skilling and training existing staff through live CPD and coaching.</p> <p>PE subject leader to access and book</p>	£5250	<p>Children have received high quality PE lessons from external company, working on a range of sporting activities.</p> <p>No CPD occurred but is a focus for next year. Have a trainer ready to come and visit the school in order to</p>	<p>More resources</p> <p>More training</p> <p>PE scheme to embed confidence to start with.</p>

	<p>high quality external CPD</p> <p>PE subject leader being given time out the classroom to review impact of easy to follow internal school scheme and support colleagues in high quality implementation</p> <p>PE subject leader to carry out audit of resources and teaching strengths in the school and source suggested activities and plan then purchase accompanying resources needed to improve provision.</p>		<p>train staff in delivering high quality lessons and inclusion for all.</p> <p>Resource audit complete but more resources are needed for following year.</p>	
<p>To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively</p>	<ul style="list-style-type: none"> • PE subject leader to access and book high quality external CPD • PE subject leader being given time out the classroom to review impact of easy to follow internal school scheme and support colleagues in high quality implementation • PE subject leader to carry out audit of resources and teaching strengths in the school and source suggested activities and plan then purchase accompanying resources needed to improve provision 	<p>£4000</p> <p>Not spent due to Covid restrictions</p>		<ul style="list-style-type: none"> • Facilitate high quality delivery of PE from all staff. • Facilitate improvements in all children's PE learning and skill acquisition. • Improve range and quality of school PE resources and support materials, linking in with newly written PE scheme of work and school curriculum.
<p>Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively</p>	<ul style="list-style-type: none"> • School to investigate and purchase a high quality, robust, outdoor PE shed, incorporating all outdoor PE equipment, also linking into Forest School provision. 	<p>£1500</p> <p>Not spent due to Covid restrictions</p>		<ul style="list-style-type: none"> • Facilitate high quality delivery of PE from all staff. • Allow the children to better store, access and select PE equipment, taking the lead in their own learning.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11%
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: To improve children's water confidence, water safety awareness and initial swimming skills.	<ul style="list-style-type: none"> School to provide top up swimming sessions in terms 5 or 6 for targeted children identified in year as needing additional support. Aim for children to be targeted in year 5 to ensure readiness for completion of goals in year 6. School to support provision of coaching and travel to and from the pool. 	<p>£1100</p> <p>Not spent due to Covid restrictions</p>		<ul style="list-style-type: none"> Book swimming lessons with Year 5 and 6 being the priority.

<p>To support children's mental wellbeing and nurture their enjoyment of learning new skills.</p> <p>(Due to many Covid restrictions – this was booked to reignite enthusiasm across the school after yet another lockdown.)</p>	<p>Invest in workshops for the whole school to take part in.</p>	<p>£499</p>	<ul style="list-style-type: none"> • Whole school enjoyed taking part in a dance workshop with the theme of Tokyo Olympics. This was a huge success. • Build-up of enthusiasm for upcoming Olympics 	<ul style="list-style-type: none"> • Invest in more workshops/themed workshops.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
To develop a sense of good sportsmanship through competitive activities	Sports days Events with other classes Events with other schools Competitions	£0 Not possible due to Covid and mixing of bubbles		<ul style="list-style-type: none"> • Set up more events with local schools. • Take part in more competitions with WSGO.

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