

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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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:
<p>Equipment bought to support the development of skills for Games lessons – real rather than plastic.</p> <p>Balance equipment was purchased to support the development of core strength – identified as a weakness across school.</p> <p>Sports coach employed to work alongside Year 2 teachers to help develop staff confidence in delivering sessions. Imoves subscription renewed to help support staff with ideas and skills for active bursts, dance and pilates.</p> <p>Progression of skills documents have been produced for PE in general and for Games, Gym, Dance and Athletics.</p> <p>Audit of Gymnastics equipment and new equipment purchased.</p>	<p>To develop staff confidence (due to Covid 19 we were unable to have outsiders into school to help with lesson delivery.)</p> <p>Develop a data tracker for school participation in clubs and activities – also not completed due to clubs being cancelled due to Covid 19 and mixing bubbles.</p> <p>Develop the quality of delivery by inviting specialists in to work with children – WOW days</p>

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

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: £ 3674.01	Date Updated: April 21	
What Key indicator(s) are you going to focus on? 1 and 4				Total Carry Over Funding: £3674.01
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>PE equipment was bought for each double bubble to support PE during Covid 19 and for Year group PE.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>The equipment is used during continuous provision, break times and during PE sessions. This has helped to increase the amount of time our children are being active.</p>	<p>Carry over funding allocated:</p> <p>All spent plus some from this year</p>	<p>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?:</p> <p>Continuous provision, break times and PE times are better equipped and more children are taking part during these times.</p>	<p>More pupils will be able to increase their active minutes each day due to having more equipment.</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>N/A – Infant School</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>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	

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: £28,127 with carry over		Date Updated: May 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: %
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>All children to be active for longer.</p> <p>Active breaks and bursts to be developed in classrooms/outside and during continuous provision.</p> <p>(Foundation Stage children had poor balance, co-ordination and fine motor skills.</p> <p>KS1 children – poor balance and core strength.)</p>	Equipment to be used outside during continuous provision and lunchtimes. Bikes and outdoor equipment purchased for EYFS.	£6400.46	Less issues at playtime and during outside provision as children are busy.		<p>Each pupil spends longer being active each day.</p> <p>Pupil voice/Parental feedback</p>
	New gymnastics equipment bought to develop gym skills.	£8455.35	Less first aid cases as they develop their balance, coordination and agility and have more spatial awareness.		
	Equipment bought for sports day to allow more children to take part at any one time and be more active.	£677.92	PE lessons are better equipped and resourced. A wider variety of physical activity can be offered.		
	Storage to hold equipment	£1899.95	PE lessons are more accessible for all.		
	Activall Board Annual Rental	£2,732.64			
		Total £20166.32			

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:
Our children are competent and confident to take part in different areas of the PE curriculum. They have a good understanding of a healthy and active lifestyle.	The curriculum is broad and balanced with lots of cross curricular links. Progression of skills documents have been shared with staff so they know the skills needed to cover in each year group.		Children are talking about Healthy Lifestyles and they understand about the basic needs of humans and a balanced diet.	Whole school attainment improves. School community understands the importance of high-quality PE.

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:
To offer a broad and balanced curriculum helping to raise achievement and attainment in PE.	To work in partnership with SPANN to ensure key elements are in place and effective. We have produced progression of skills documents to support progress in Gym, Dance, Games and Athletics. Rotation of units has been provided to ensure all areas of PE are covered. Imoves subscription renewed.	£1000 £666	Staff can now see where children are and what they need to do for each year group. Children are experiencing different activities and are developing core strength and fitness.	Children can be introduced to new skills and develop new ones rather than repeating from previous year. Staff can access lots of activities and can complete them at different times to deliver brain breaks and active bursts to increase our active minutes.
To use a sports coach to deliver quality sessions and work alongside class teachers to develop core strength and help to improve staff confidence for delivering PE sessions.	High quality teaching/coaching provided. Discussions with class teacher about skills and development. Provide plans for future reference.	£1,296	Children are moving more during PE sessions rather than waiting in a line for their turn.	Staff can observe and deliver sessions later. Children will become more active and during PE sessions and develop fitness.

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: For all pupils to access a range of PE activities and find out about different sports.	Use imoves package.		Children more involved and engaged. Photographic evidence	Children will be more inspired to continue playing a sport individually or in a team as they progress through school and onto the next stage of their education.

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:
SPANN Membership	PE lead to be kept up to date with competitions coming up.	£1000	School has taken part in the skipping competition and Move it March event. Skipping ropes bought for all pupils. These events have helped to add active minutes for pupils and one of our pupils won the KS1 most minutes for Move it March. School was awarded Move it March Spirit of the Games Winners.	Attend sports competitions and participate in festivals. Continue to take part in school events that take part on our school site.

Total £26802.33 spent. Budget left £1324.67

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

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University