

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](https://www.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>We have improved the quality of PE lessons and after school clubs.</p> <p>Teachers have increased in confidence when delivering different aspects of the PE curriculum.</p> <p>There are more opportunities for children to engage in physical activity at break times.</p> <p>More children have been given the opportunity to take part in competitive sport.</p>	<p>Continue to develop staff subject knowledge and confidence when delivering the different aspects of the PE curriculum.</p> <p>Continue to encourage more children to be physically active throughout the school day.</p>

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

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?					Total Carry Over Funding:
					£
Intent	Implementation		Impact		
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? 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.	61%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	36%
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?	no

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.

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

Supported by:  LOTTERY FUNDED  SPORT ENGLAND  UK COACHING  UK active

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 raise the profile of PESSPA within the school community.	Notice board within school kept up to date with photos, results and ideas for keeping healthy. Children encouraged to walk to school more frequently.	Printing costs £60	Walk to school initiative has just started this Summer term to encourage the children to be more physically active. Badges given to those children that walk each week during each month. Staff encouraged children to be physically active during lockdown and gave children/parents ideas to use at home, Mr Brown did a weekly fitness session via zoom during lockdown.	Continue with the Walk to School initiative. Update PESSPA board and school website.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41%
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 ensure that staff are able to plan and deliver high quality PE lessons confidently and that children are given the opportunity to take part in and improve in a variety of areas of PE.	Subscribe to PE scheme of work Employment of an experienced level 3 teaching assistant to work alongside all teachers, demonstrating how to deliver high quality PE lessons. Ensure continual collaboration between teachers and coach to ensure high level in PE teaching is maintained.	£540 £7050	All staff are following the scheme of work and it is proving very useful especially as it has been a while since teachers have had to deliver PE lessons. As the scheme is being followed children are receiving PE lessons that allow them to progress in their skill development. Teachers and TAs are more confident when delivering PE lessons and as the scheme is being followed there is progression from one lesson to the next regardless of whether the teacher or TA delivers the lesson.	Continue to subscribe to the PE Hub scheme of work. Class teachers will have increased confidence when delivering the different aspects of PE lessons so children will receive high quality PE lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				See KI 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:

Additional achievements: To increase the number of pupils participating in various sports and activities.	A variety of after school clubs to be run by the experienced level 3 teaching assistant.	(cost for level 3 TA see Key indicator 3)	These after school sessions ran during the Summer term and were well attended. Each child in KS2 had the opportunity to attend.	We have employed a new sports coach to work full time starting at the beginning of the academic year 2021-2022. He will provide a range of after school sports sessions with all children having the opportunity to attend throughout the year. He will also run activities at lunchtimes.
--	--	---	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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 allow children to take part in competitive sport. To increase the number of pupils from a range of year groups and abilities participating in competitive sport. To provide transport to sports festivals so there is no cost to parents so more children have the opportunity to take part.	Membership to SSPAN and attend the competitions organised by SSPAN.	£1500	The offer from the SSPAN has been online so far this year and has been in the form of virtual competitions.	Continue to subscribe to the SSPAN next year to ensure our children have the opportunity to take part in competitive sport.

Signed off by	
Head Teacher:	Clair Dedman
Date:	23.8.21
Subject Leader:	Rachel Abel
Date:	23.8.21
Governor:	Kate Howells
Date:	23.8.21