

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by

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

Please visit [gov.uk](http://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>Our achievements this year have been impacted by COVID and the ongoing pandemic</p> <ul style="list-style-type: none"> <li>• We purchased a PE curriculum based upon concepts to support retrieval practice and development of skills over time.</li> <li>• We continued to take every year group swimming</li> <li>• The ongoing lease of the minibus helps us to support accessing events in the wider community; the children have participated in Beach School as well as attending 'friendly' events with local school</li> <li>• Pre COVID we had been attending cookery lessons at a local school</li> <li>• We purchased 'Now Press Play' so that children could be supported with learning outdoors.</li> <li>• Bikeability was accessed for Year 6</li> <li>• Training took place between the dinner staff and Jenny Mosely to enhance playtime provision</li> <li>• A buddy system has been established</li> <li>• A mentor program has been established so that the older children can teach skills to the younger ones</li> <li>• We have added a daily walk to the timetable; children have the opportunity to walk through the local fields and orchards</li> </ul>	<ul style="list-style-type: none"> <li>• Providing EYFS and KS1 teachers with multi skills training.</li> <li>• Development of outdoor areas to encourage all children to participate in 30 minutes of daily physical activity</li> <li>• Provision of swimming boosters for identified children in Year 5 to swim 25metres unaided</li> <li>• Continuation of grounds development</li> <li>• Provision of CPD where identified through staff audit</li> <li>• Embedding use of physical activity within classroom practise through physical literacy and numeracy and other subjects</li> <li>• Development of leadership opportunities PE Subject Lead</li> <li>• We need to improve our gym equipment and gym equipment storage</li> <li>• We need to increase our equipment for playtimes and lunchtimes</li> </ul>

Did you carry forward an underspend from 2019/21 academic year into the current academic year? Yes \* 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: £</b>	<b>Date Updated: May 2021</b>	
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £6000
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
To Increase activity at playtimes and lunchtimes	<ul style="list-style-type: none"> <li>Purchase outside gym equipment</li> </ul>		

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? <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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes

## 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: £16,000	Date Updated: May 2021	
<b>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</b>			Percentage of total allocation: 31.25%
Intent	Implementation	Impact	
<ul style="list-style-type: none"> <li>Ongoing Forest School/ Beach School &amp; Outdoor activities.</li> <li>Increase the opportunity for pupils to participate in extra-curricular activities</li> <li>To ensure that opportunities are maximised for children to meet at least 30 mins of physical exercise each day</li> <li>Repair the climbing wall</li> <li>Purchase better storage for the playground equipment</li> <li>Purchase new equipment for lunchtime and playtimes</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for pupils to experience a range of sports through after school clubs</li> <li>To provide opportunities within the school day for pupils to be physically active; music on the playground to move too and new outside gym equipment</li> </ul>	<p>£3000</p> <p>£1000</p> <p>£1000</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7.5%
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"> <li>• Create a new social media account, to share accomplishments of the children, but with a focus on physical activity</li> <li>• Staff to model appropriate PE uniforms to ensure that the subject is held in high regards</li> <li>• Audit the current equipment and purchase new and replace those damaged in the shed by the weather/vandalised</li> </ul>	<ul style="list-style-type: none"> <li>• Dave to set up new Twitter account</li> <li>• Purchase the uniform</li> <li>• Provide time for the sports lead to audit the resources and purchase new</li> </ul>	<p>£200</p> <p>£500</p> <p>£500 – supply cover</p>		

<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			20%
<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?:
<ul style="list-style-type: none"> <li>Improve quality of teaching &amp; learning in PE for non-specialist teachers Develop staff confidence in assessment of PE.</li> <li>Create the long and medium term plans for the new concept curriculum to ensure that the children know more and remember more.</li> <li>PE lead to complete a Deep Dive into PE and identify the gaps if any.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange opportunities for staff to attend CPD courses.</li> <li>Provide time for the sports leader out of class to create the plans/complete a Deep Dive</li> <li>Audit staff confidence in teaching PE</li> <li>Use the Learning Forum to gather pupil voice, to establish what they like/dislike about current PE lessons</li> </ul>	<p>£2000</p> <p>£600</p> <p>£500 - supply cover</p>	Sustainability and suggested next steps:

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				26%
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"> <li>Pupil Survey to be conducted to ask what sports they would like to improve their skills in. For example they loved the trampolining workshop.... Should this be continued?</li> <li>From the pupil voice data, invite experts into school to share their skills and talents</li> <li>Consider 'out of the box' activities for the children to enjoy; for example rock climbing or canoeing</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of equipment or new resources</li> <li>Explore visiting sports people</li> <li>Explore local sporting facilities</li> </ul>	<p>£3000</p> <p>£1000</p> <p>£TBC</p>		

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:
This section will be updated when we have a much clearer understanding of the COVID guidelines surrounding competitive sports in schools				

Signed off by	
Head Teacher:	Nicky McMullon
Date:	May 2021
Subject Leader:	
Date:	
Governor:	
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  
Engaging Communities, Transforming Lives  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active**  
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