

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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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](#).

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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:
<ul style="list-style-type: none"> - Effective CPD-Staff spent two hours per week teaching alongside specialist coaches to improve their knowledge of how to teach PE effectively. - All pupils had the opportunity to take part in a range of activities outside of their PE session. - After school clubs provided for KS2 children. - Sports coaches provided school with equipment that was used to deliver high quality PE lessons. - Yoga days provided to help with core strength and to support the pupil's wellbeing. 	<p>Continue to invest in resources for the teaching of PE. Maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports</p> <ul style="list-style-type: none"> • Provide sports clubs for children after school. • Continue staff training and awareness of high-quality PE teaching • Continue to develop active playtimes. • Increase the number of pupils swimming 25 metres or by the time they leave Year 6

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.

Academic Year: September 2020 to March 2021		Total fund carried over: £1142	Date Updated: Nov 2020	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £1142
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Provide the children with a range of opportunities to participate in sports activities. These could be using coaches and outside companies to deliver high quality sessions that are additional to our PE sessions.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>We will deliver a climbing wall and archery experiences for Year 1 to Year 6.</p> <p>Yoga and dancing sessions will be provided to our pupils to ensure that they are getting a broad PE curriculum.</p>	<p>Carry over funding allocated:</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>Pupils will have the opportunity to participate in activities that they may not normally take part in</p> <p>The yoga sessions were used to support pupil physical and emotional well-being after coming out of lockdown.</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>

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.	We were not able to complete this because of COVID we will complete this as an action for next year. MAT have not restarted swimming lessons at time of writing.
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 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 over and above the national curriculum requirements. Have you used it in this way?	Yes/ No

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: £ 1500		Date Updated: 11/05/2021	
Key indicator 1: The engagement of all 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	£1500
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:
Create opportunities for children to play team sports during the school day.	Daily physical activity sessions during the school day, Break time and lunchtime Lunchtime sports coach to deliver sports activities.	£1500	More children have taken up team sport activities at lunchtime and after school. Having coaches teach these sessions, they also provided them with good quality sports equipment so that they can develop their skills.		Continue to create a range of opportunities throughout the school day to allow pupils to stay active
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	£4660
CPD used to improve teachers and teaching assistants’ knowledge of how to teach PE effectively.	CPD opportunities for staff to work with specialist coaches. Pupils access high quality PE lessons and extra-curricular provision. Promote benefits of sports and physical activity on mental, physical and emotional well-being.	Funding allocated: £4060	Specialist sports (Premier Sports) coaches worked with class teachers to deliver high quality PE in a range of sports. Pupil enjoyed their PE lessons with sports coaches.		To invest in our own equipment so that staff can continue to develop the children’s physical development.

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			Staff and pupils have access to the equipment that they need	
Continue to improve quality and provision of PE lessons within school	<p>Staff to continue to deliver quality PE lessons and ensure relevant training is provided.</p> <p>PE coordinator to work with staff to develop the provision of PE in school. CPD – _support from PE coordinator.</p>	£600	<p>Increased confidence of staff to deliver high quality PE lessons. Increased</p> <p>Participation and enjoyment increased, new experiences for children and for staff to learn from Premier Sports and PE lead. CPD that staff will pass on to others.</p>	Making use of training and ensure that high quality PE is delivered to all classes.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£2121
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:
Improve staff confidence in teaching PE and other forms of physical activity	<p>Subscribe to the Twinkl PlanIt which provides staff with the detailed lessons that encourage skill progression.</p> <p>Arrange staff CPD with outside agency.</p> <p>Yoga sessions for pupils can be used to develop staff's knowledge of how to deliver yoga lessons.</p>	<p>£271</p> <p>£1500</p> <p>£350</p>	<p>All staff have access to high quality PE planning with differentiation</p> <p>Staff develop skills and confidence with the area of PE they have been given CPD.</p> <p>Staff were able to see the progression in the sports lessons.</p> <p>Pupils and staff were able to access good quality resources on Twinkl to deliver good sports demonstrations.</p>	<p>Use these plans as a base</p> <p>Staff member to join in and learn from the Yoga teacher for future delivery.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	£2267
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: Invite in outside agencies to deliver a variety of different sports and activities for the children to participate in. These could be extracurricular clubs/experiences or as part of the curriculum.	Work with specialist coaches from Premier Sports for extra-curricular and curriculum time support	£1500		For more staff to take a physical activity club. Staff member to continue to deliver club to other year groups after covid restrictions. Making use of training. Staff member to join in and learn from the dance teacher for future delivery.
	Work with Aspire Dance for Yoga sessions.	£325		
	Outside agency to deliver Climbing wall and archery sessions.	£442		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£100 (£11,790 total)
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:
Provide additional competitive sport opportunities to engage more pupils in competition	Provide children with team games to increase participation in competitive. To deliver a covid-safe sports day.	£100	An enjoyment in team sports and a greater participation in team games. More children have the knowledge of how to play a variety of games.	To buy new equipment so that the children can participate in a wider variety of competitive sports.

Signed off by	
Head Teacher:	J. Clarke - CLCMAT
Date:	11 th May 2021
Subject Leader:	CLCMAT
Date:	11 th May 2021
Governor:	T. Render
Date:	11 th May 2021