

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](#) 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:
<ul style="list-style-type: none"> • Silver School Games mark achieved July 2020, • Gold Quality Start mark achieved June 2020, • Virtual School Games mark awarded in July 2020 for provision during school closure. • Whole school Dance CPD delivered April 2019. • Improved provision and progress of gymnastics following whole school training xxxx. • Adaption of curriculum to meet the needs of pupils during COVID. • Outdoor Education implemented during the 2019 – 2020 academic year. • Implementation of a whole school Daily Mile during the 2019 – 2020 academic year. • Investment in new KS 2 play equipment including a new KS 2 climbing frame and resources. • Investment in playground re-surfacing and school playground markings to promote and support active playtimes • Funding to train the PE co-ordinator continues to have a positive impact on the provision of PE across the school. 	<ul style="list-style-type: none"> • Adapt the provision of PE so pupils receive high quality PE inline with the school’s COVID- 19 risk assessment. • Improve the provision and progression of athletics across the school. • Use PE as a whole school improvement tool for pupils’ well-being linked to the 5 to Thrive approach. • Provide children with a broad curriculum by implementing inclusion sports. • Further improve the provision of Outdoor Education by implementing OAA including the implementation of an orienteering course. • Make use of pupils to engage others in active playtimes. • Measure the impact of CPD linked to athletics and inclusion sports.

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: £1,196	Date Updated: November 2020		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £1,196
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Promote active Lunchtimes and encourage healthy lifestyles.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Pupils are provided with a range of resources to use at lunchtime to keep them active. Each class provided with suitable bag of resources which is regularly restocked based on pupil need.</p> <p>Identified TA to attend 19.11.20 training to support active break times.</p> <p>TAs promote active lunchtimes by providing activities e.g. skipping</p>	<p>Carry over funding allocated:</p> <p>£1,100</p> <p>£70</p> <p>In school CPD</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>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.	
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.	76% Percentages lower due to pupils not receiving top up swimming because of Covid-19.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	41% Percentages lower due to pupils not receiving top up swimming because of Covid-19.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76% Percentages lower due to pupils not receiving top up swimming because of Covid-19.
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 This is part of the school's Partnership Package. During the Summer Term, targeted pupils are identified to complete 'top up swimming' sessions.

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: £	Date Updated:		
<p>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</p>			Percentage of total allocation:	
			43%	
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:
Increase pupils' regular physical activity, which has a positive impact on their mental health, by implementing the daily mile approach across Key Stages 1 and 2.	All pupils are time tabled to complete daily mile 3 times a week outside of the PE lesson. Signage and stop watch for the Daily Mile are purchased and used by the children to promote a Growth Mindset approach.	N/A £5,000 est		
Pupils know the positive impact the Daily Mile has on their well-being.	Whole school worships, Autumn, Spring and Summer Term, focused on the importance of exercise. The school engages in whole school mental health weeks.			
Improve pupils' fitness and wellbeing.	Autumn 1, all pupils participate in a well-being week as they return to school.			

Created by:



Supported by:



<p>Increase pupil's physical activity by implementation of 'Jump Start Johnny' across the school.</p>	<p>Termly data is collected across KS 2 so pupils are able to see the progress they make.</p> <p>Purchase subscription for Jump Start Jonny.</p> <p>Pupils in ks1 to access and use Jump Start Johnny for active brain breaks.</p>	<p>£219</p>		
<p>Increase pupils' physical activity in the school day.</p> <p>The school's trim trail is maintained and improved to challenge pupils across Key Stage 2/ the EYFS climbing equipment is maintained.</p>	<p>Pupils to receive 2 high quality PE lessons a week. Pupils to attend school in PE kit to promote PE.</p> <p>Teachers to utilise active brain breaks in lessons to avoid prolonged periods of sitting.</p> <p>School to identify and train Bronze Ambassador and Little Leaders to help facilitate active lunchtimes.</p> <p>Each term, evaluate impact of 30 active minutes through pupil voice.</p> <p>SL to review the current provision.</p> <p>Collect pupil voice on adaptations.</p> <p>Update and improve current provision to ensure challenge and promote physical activity for KS2/EYFS.</p>	<p>Subject leadership time £165</p> <p>Subject leadership time Allocated above.</p> <p>Maintenance and improvements: £1,642</p>		

<p>Promote active Lunchtimes and encourage healthy lifestyles.</p>	<p>Pupils are provided with a range of resources to use at lunchtime to keep them active. Each class provided with suitable bag of resources which is regularly restocked based on pupil need.</p> <p>Identified TA to attend 19.11.20 training to support active break times.</p> <p>TAs promote active lunchtimes by providing activities e.g. skipping</p>	<p>£1,100</p> <p>£70</p> <p>In school CPD</p>		
--	---	---	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation: 50%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Greater outdoor learning opportunities with help to improve pupils' wellbeing and resilience.</p>	<p>Clear timetable for pupils to access outdoor learning opportunities and a progression of skills as part of the school's Learning for Life Curriculum (L4L)</p> <p>Plan clear progression of OAA into the Outdoor Learning curriculum.</p> <p>An orienteering course is developed and implemented for pupils across the school.</p>	<p>Resources: £500</p> <p>£1,050</p>		

<p>Pupils to develop a growth mindset approach to learning by setting their own targets and recognising the importance of setting and achieving their own targets.</p>	<p>Signage and stop watch for the Daily Mile are purchased and used by the children to promote a Growth Mindset approach.</p>	<p>Cost allocated above</p>		
<p>Broaden pupil experiences in sport and PE. Pupils are to compete in a range of events.</p>	<p>As part of the SSP package, identified year groups participate in virtual events.</p>	<p>Sports package: £6,100</p>		
<p>Promote equality and inclusion through adapting the school's PE curriculum to include inclusion sports during the Spring Term.</p>	<p>SL to liase with SGO to provide range of inclusion sport e.g Boccia, Goalball</p>	<p>Resources: £1,000 Subject leadership time: £165</p>		
	<p>SL to identify three/ four sports across the school.</p>	<p>Workshops: £750</p>		
	<p>SL to plan units of work.</p>			
	<p>SL to run effective CPD for staff.</p>			
	<p>Enable me to run workshops for key year groups on inclusivity and equality within sport.</p>			
	<p>Implement and range of new sport/experiences for pupils. Including inclusions sports.</p>			
	<p>Make links with clubs in community and invite in speakers to promote</p>			

	sport.			
--	--------	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			2% Sports Package allocated under KI 2	
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:
Ensure the provision of PE across the school so pupils develop their skills linked to different sports. Through effective CPD, ensure greater consistency of athletics and improve the quality of teaching and learning in athletics. Teachers have a clear understanding of progression across the school.	Subject leader to attend the SSP meeting. Subject leader to organise for CPD linked to progression of skills within athletics. Staff complete CPD and improved provision is in place.	Sports package: £6,100 (allocated in KI2) Subject leadership time £165		
Staff have a clear understanding of the progression of OAA as part of Outdoor Learning.	Subject leader released to monitor the impact of the training, Summer 2020. Teacher are provided with a clear progression document. After CPD subject leader to provide clear planning for athletics. Subject leader to organise for CPD linked to progression of skills within OAA.	Subject leadership time £165 Subject leadership time £165		

	<p>Staff complete CPD and improved provision is in place.</p> <p>Outdoor Learning overview is adapted to provide improved opportunities for OAA.</p>			
--	--	--	--	--

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 4% Sports Package allocated under KI 2</p>
---	---

Intent	Implementation		Impact	
<p>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:</p> <p>Provide pupils with the opportunity to participate in inter school events.</p> <p>Through the Regis Package ensure pupils across the school have the opportunity to experience a range of sports.</p> <p>Provide a wider range of clubs for pupils across the school.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Purchase the Regis package.</p> <p>Subject leader to identify key events and sign up for them.</p> <p>The school holds 1 inter school event each half term.</p> <p>Identify and invite key pupils.</p> <p>All Key Stage 2 pupils have the opportunity to experience rock climbing.</p> <p>PE lead to identify outside sports coaches that can run afterschool clubs, which also builds greater</p>	<p>Funding allocated:</p> <p>Sports package: £6,100 (allocated in KI2)</p> <p>£800</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Greater proportion of PP attend sports club therefore experiencing a broader range of sports.</p>	<p>community links.</p> <p>Identify teachers to lead a sports club.</p> <p>Using in-school tracking systems, identify key groups of pupils to attend sports clubs</p>			
<p>Additional achievements:</p>				

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			1% Sports Package allocated under KI 2
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?:
Use SSP package to provide opportunities for pupils to participate in competitive events. Embed intra-school events so pupils are provided with greater opportunities to compete against each other in a range of sports and to applying their learning from PE lessons.	<p>Purchase the Regis package.</p> <p>Subject leader to attend the SSP meeting.</p> <p>Subject leader to identify key events and sign up for them.</p> <p>Implement a tracking document that identifies the progress in competitive events.</p> <p>Facilitate time for pupils to complete 'in-school' coaching before attending competitive events.</p> <p>Organise the curriculum so each phase teaches the same sport.</p> <p>Plan opportunities for pupils to complete in invasion games.</p> <p>Facilitate time for key year groups to complete against each other.</p>	<p>Sports package: £6,100 (allocated in KI2 meeting)</p> <p>Leadership time: £165</p>	Sustainability and suggested next steps:

	<p>Link the attainment to the school House System and the school value of Koinonia.</p> <p>Organise dates for pupils to compete against each other.</p> <p>Promote the events on the school's website and newsletters.</p> <p>Subject leader released to organise a whole school sports day: EYFS and KS 1 am and KS 2 pm.</p>			
--	--	--	--	--

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