

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 2021:	Areas for further improvement and baseline evidence of need:
<p>The use of Sports Coaches to engage with children with Sports activities during lunch times breaks – increased to 5 days per week. Coaches were working with a range of children from across the school offering a wide range of team sports to participate in.</p> <p>Sports Coaches to support the teaching of PE across KS1 & KS2. This allows the school to have access to resources, support staff, teacher training opportunities, festivals etc. This directly affects the pupils' participation rates.</p> <p>Increase in after school clubs led by school staff during Summer 2021 – KS1 Sports Club, KS2 Forest School.</p> <p>Purchase of additional PE resources to widen the variety an opportunities to take part in different sporting activities.</p> <p>Year 6s were able to take part in an intensive 3 week block of swimming lessons during Summer 2 2021.</p> <p>Daily Mile Track was installed on the lower playground and is used by all classes during break and lunch times.</p>	<p>Increase the Sports Coaching after school clubs.</p> <p>Swimming lessons for the Year 5 and Year 6 cohort to take place earlier in the academic year to ensure that any Year 6s unable to complete the 25m target can take part in additional courses before they leave primary school.</p> <p>Using Outdoor Education (Spirit of Adventure) to increase children's outdoor activity, while supporting well-being, self- esteem and resilience and collaboration.</p> <p>Sailing activities for Year 4 – Year 6 (aged 8 plus)</p> <p>Forest School Club for pupils in KS2.</p>

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: £	Date Updated: 11.11.20		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£8235
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.	67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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?	Unable to as the Life Centre did not open for school swimming lessons until Summer 2021. The Year 6s were allocated lessons in late Summer 2021.

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: £25,335		Date Updated: November 2020	
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:
					10%
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?:
Daily Mile To engage pupils in positive physical activities at playtimes and lunchtimes.		Introduce the Daily Mile into trial classes (Year 3/4/5). Establish an effective route – Spring 1 2021. Playground markings for a walk/run a mile route on the school site through Pentagon Play.		£1820 + VAT £310 + VAT (VAT = £426) TOTAL = £2556	Daily Mile has grown and is now completed every day. The person who puts in the most effort is awarded the trophy which is theirs to keep for that day. Pupils engage more positively at playtimes and lunchtimes, increased participation and activity levels but a reduction in accidents.
Daily Mile to be walked/run by KS1 & KS2 PE subject leader to engage MTAs in training opportunities. Ensure completion of ‘positive play’ online training for MTAs.					
Evaluation: The Daily Mile track was installed during Spring 2021. All KS2 classes have access and are using the track daily. Year 4/5 have been trialling keeping a daily record of their laps of the track.					
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					80%
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 raise the profile of sport and encourage children to be active. Improve activity levels and develop fundamental movement skills through the delivery of quality PE lessons.	PE Coaches will deliver high quality physical activities during the lunch break. PE Coaches to deliver after school sports club sessions – dance, yoga etc.	£18,000	Children will be taking part in active lunch break sessions, increasing their daily physical activity. Children will be taking part in active after school sessions, increasing their daily physical activity.	There is an increase in the daily physical activity of the children.
To upskill areas of development for teaching staff in the planning and delivery of high quality Physical Education.	The PE Leader and class teachers worked with specialist teachers every week to observe a variety of sports and team-teach in a supportive, constructive environment.		Teaching staff have gained confidence and expertise in planning and delivering high quality physical education in areas they were not before. Children across the Primary have accessed sport-specific learning, raising the profile of PE and enjoyment of a range of sports.	Class Teachers are skilled in the delivery of all aspect of the PE curriculum.
Quality resources are used; pupils continue to receive quality provision in curriculum PE and extra-curricular sport.		£2249		
Evaluation: The PE Coaches were able to deliver sessions during all non-lockdown weeks with classes in bubbles. Due to not mixing Class Bubbles, there was a focus of PE Coaching at lunch times for the children in the Reception/Year 1 class and in Year 4, Year 5 and Year 6. Due to pandemic guidance for schools, PE after school clubs did not take place in the Autumn term 2020. After school Clubs resumed in the Summer term 2021, with an offer to different Bubbles to take part in Team Games and Forest School/Outdoor Education activities.				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Included in 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:
To upskill areas of development for teaching staff in the planning and delivery of high quality Physical Education.	The PE Leader and class teachers/staff worked with specialist teachers every week to observe a variety of sports and team-teach in a supportive, constructive environment.		Teaching staff have gained confidence and expertise in planning and delivering high quality physical education in areas they were not before. Children across the Primary have accessed sport-specific learning, raising the profile of PE and enjoyment of a range of sports.	Class Teachers are skilled in the delivery of all aspect of the PE curriculum.
Evaluation: Coaching sessions took place during all non-lockdown weeks during the academic year following the PE curriculum. Increased confidence of staff to deliver quality PE curriculum.				

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
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:
Every child to have a team building and problem solving, bush-craft and outdoor cookery Outdoor Education activity day with Spirit of Adventure outdoor education specialists.	Spring Term 2 – 4 classes in 1 day (Y2 to Y6) Team Building & Problem Solving Spring Term – Year R & Year 1s Team Building & Problem Solving. Summer Term 2 – 4 classes in 1 day (Y2 to Y6) Bush-craft and Outdoor Cookery Summer Term 2– Year R & Year 1s Bush-craft and Outdoor Cookery	£300 + VAT = £360 £300 + VAT = £360 £150 + VAT = £180 £150 + VAT = £180 Total = £1080	Children develop skills in order to work as part of a team. Children develop resilience and independence raising their levels of self-esteem to support their well-being and positive mental health.	Post Covid19 explore the possibility of residential team building to further impact positively on mental health and well-being.
For children in KS2 to experience sailing activities with Horizon Project during Summer 2021. This will be dependent on the Covid19 pandemic circumstances at the time.	Arrange Sailing ½ days with Horizons for the 3 KS2 classes for the Summer term 2021.	£1200 Total: 2,280		

Evaluation: The ‘Spirit of Adventure’ team building activities and Horizons sailing were unable to go ahead as planned due to the school closure for lockdowns. These will now be rolled over for the 2021-22 plan.				

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:
To raise the profile of competitive sport through PE lessons, after school and lunch time sessions. For the school to train teams for a range of competitive sports to play in friendly competition with other schools in the locality.	Through District Sports Coaches, children are identified and selected to take part in a team competitive sport. Sports Coaches to arrange inter school competitions.	Part of Key Indicator 2 funding.	Children will have the opportunity to take part in and develop skills required to work as part of a team in competitive team sports. Experience representing the school in competition with other schools in the locality.	Build a network of contacts with PE coaches across schools in the locality. Annual Sports events inter schools.
Evaluation: There was an increase in competitive team games offered to the children during lunch time play within class bubbles. Due to the pandemic, inter school events were unable to happen. This will be rolled over into next year's plan. Trust wide & beyond competition.				