

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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>Teacher CPD</p> <p>New SL in KS1 trained and upskilled.</p> <p>Platinum School Games Mark Award.</p> <p>At least 2 hours of PE embedded across the whole school.</p> <p>Children kept active during school closures.</p> <p>Introduction of OPAL</p>	<p>Continued CPD opportunities for all staff.</p> <p>Continued development of active lunchtimes across both Key Stages.</p> <p>Development of teacher confidence and high quality delivery.</p> <p>Continue to embed and exceed the active 30 minutes during the school day.</p> <p>Development of lunchtimes to ensure all children are having the opportunity to be more active through more imaginative play situations.</p>

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

**YES**/NO \* Delete as applicable

**Total amount carried forward from 2019/2020** £..11506....

**+ Total amount for this academic year 2020/2021** £..7680....

**= Total to be spent by 31st July 2021** £.41934.....

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2021.</p> <p>Please see note above.</p>	95%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	90%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	95%
<p>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?</p>	Yes/ <b>No</b>

## 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:	
<b>Key indicator 1:</b> 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:
				%
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:
Introduce a Change of Life Club at lunchtime to get the children involved in activities. Aware that Change of Life will be renamed.	Identify a staff member to undertake activities (possibly a TA or MDSA) per Key Stage. SL to arrange for staff members to go on the training. Provide resources for the clubs to be run successfully.	£800	This has been incorporated into the OPAL lunchtime training as it will allow the children more time to develop play ground skills and an understanding of what it means to be active for life.	Next steps – MDSA/ CT to identify children that may need more specific assistance with playing games and respect for each other.
Introduce the Active School plans for 30 active minutes per day through active travel, playgrounds and classrooms.	SL to attend YST training. SL to disseminate the training to SLT and then the rest of the staff. Carry out a self-review SL to set up the active school planner.	£200	Discussion with SGO about active travel. SL to refresh training	Re introduction of Daily Mile. SL to carry out self-review based on new cohort of children.
Purchase of spare PE kit	Purchase spare PE kit that is available for all year groups. This enables children to take part in PE if they forget kit or if issues at home mean children do not own appropriate kit. This	£400	New PE kit to be purchased although children come into school in PE kit, having spares available to send home for specific children identified by class teacher.	Children coming to school In PE kit on specific days. CTs to speak to SL if PE kit is needed for PP children.

Continued development of KS1 Physical environment.	therefore ensures PE is available for all, increasing participation levels and equality.			
	SLT to continue to develop environment to help encourage more physical activity. Discussion with children Purchase of equipment.	£8000	New equipment purchased to allow children to have more opportunities to develop physical literacy skills such as climbing and jumping off equipment.	OPAL development is now onto Year 2. OPAL recommendations are being acted upon. OPAL will continue to be a focus moving into the next year.
Development of a more active lunchtimes across both Key Stages	SLT and a key member of staff are going to be working with OPAL to complete an audit of current lunchtime activities and then help implement more free play/ active times.	£20000	OPAL has carried out their initial audit. Recommendations to then be acted upon and resources purchased. Initial focus will be on Key Stage 1.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<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?	Sustainability and suggested next steps:

Further embed 2 hours per week of physical and emotion education.	SL to carry out a learning walk and make amendments to allow for more emotional education to be built into the curriculum not just in PE. Purchase resources if required.	£1000	SL carried out Learning walk and evaluations of units that were completed by each year group team. Some amendments and CPD opportunities have been identified. Teacher confidence has improved.	This coaching model will continue into the next year due to a large amount of new staff starting the school.
Purchase of teachers PE jumpers and t-shirts.	Purchase of staff PE kit allows the profile of PE to be raised across the school. Children see the teachers showing how important PE is.	£500	Staff PE kit purchased and rolled Out amongst the staff,	Continue into next year when new staff join the school to allow the children to see how important PE is. Reminder to teachers about PE expectations.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Development of staff confidence in delivery of PE across both Key Stages to ensure that they are providing clear and explicit teaching points to all children.	Complete Learning walk to allow action plan to be completed to show strengths and areas of development in readiness for OFSTED. Liaise with SLT to ensure staff meeting time was allocated in order to disseminate to staff. Provided cover so SL could team teach/observe all members of staff at least once.	£1500	Learning walk and action planned completed. SL ready for OFSTED. Children are receiving a higher quality PE experience during lesson time.	Continue into next year to allow new practices to be embedded. Funding used to allow more best practice to be shared throughout the whole school not just with the SL.



<p>Joined afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date.</p> <p>Continued membership of Youth Sport Trust to allow KS1 staff access to the Physical Literacy learning resources and allow access to the PE quality mark. Subject Leader undertook YST training courses in order to up-skill her own knowledge and understanding so she can confidently disseminate to all staff, thus increasing their knowledge and confidence.</p> <p>Continued programme of CPD opportunities for all staff continued based on local courses offered by NGBs.</p>	<p>Accessed membership information on afPE website.</p> <p>CPD opportunities linked to PE planning.</p>	<p>£270</p> <p>£270</p>	<p>AfPE membership purchased and used by the SL to ensure the whole school is up to date with all the latest DfE and H&amp;S guidance within in the school.</p> <p>Youth Sport Trust membership purchased used by the SL to ensure up to date knowledge around the teaching and learning of PE.</p>	<p>Membership to be ongoing into the next year.</p> <p>Membership to be ongoing and more CPD opportunities to be booked and shared with rest of the teaching staff.</p>
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				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:



Additional achievements:				
Purchase of new resources to help support a broad experience to all pupils.	SL to arrange to purchase resources for all areas	£2000	Resources purchased across the whole of the year for all year groups. Children has received a broad range of experiences across the school year and to show the PE is not just about traditional sports.	Continued development of the PE curriculum to ensure it continues to meet the needs of the children within school.
Curriculum Review	KS2 SL to work with KS1 SL to carry out a subject review. Modify/ amend KS1 PE curriculum Staff training/ monitoring to be carried out to ensure curriculum is implemented.			
Support and payment for targeted children to attend extra-curricular sporting and physical activities. (Pupil Premium)	Discussion with SLT and LM to target specific children who would benefit from experiencing a wider range of activities to help with physical and mental wellbeing. Eg attending after school football clubs, yoga during school time.	£2000	Payments used for a wide range of children to allow them to attend a wider range of after school activities that help with their physical and social development. Children have shown high attendance at these activities.	This will continue into next year with a higher % of funding being allocated to this part of the grant. Extra swimming for target children based on teacher guidance after curriculum swimming time.

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:
Allow all children who are selected to represent the school to travel to the sporting event.	Provide transport to sporting events that take place during the school day.	£2500	The children have been able to attend a wide range of sporting activities this year including numerous football tournaments, tri golf, cross country, athletics, cricket and swimming.	This will continue into the next academic year to allow children to take part in a variety of sporting events. Sustainability will need to be discussed to ensure transport can still be used even if the funding stops.
	Cover the costs of supply teachers to allow the SL or coach to attend the fixture.	£2500		
Purchase new PE t shirts for children to wear when they take part in competitive events for the school.	Allow the children to show pride in their school they are representing	£400		
			New t shirts purchased and worn at sporting events. Children have shown increased pride in their new PE t shirts when they have attended outside events.	This is completed so no next steps needed.

Signed off by	
Head Teacher:	Simon Davies
Date:	14.7.22
Subject Leader:	Laura Porter
Date:	14.7.22

Governor:	
Date:	