

# 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 **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:
<ul style="list-style-type: none"> <li>- Real PE programme purchased (updated to the online portal) CPD for staff in REAL PE</li> <li>- Premier sports coaching sessions for after school clubs and lunchtimes</li> <li>- Daily Km at playtimes &amp; lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>Offering a range of sports for children</li> <li>Increasing competitive sport for pupils</li> <li>Purchase new equipment that will encourage children's participation in physical activity</li> <li>Increase staff confidence in delivering high quality PE lessons</li> <li>Structure lunchtime activities</li> </ul>

Did you carry forward an underspend from 2019-20 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: £25,174.13</b>	<b>Date Updated: 25.1.21</b>	
What Key indicator(s) are you going to focus on? To improve the quality and opportunities for physical activity in school.			Total Carry Over Funding: £ 8,137.13
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
To improve the quality and opportunities for physical activity in school.	Buy balance bikes and make a road way area.	<p>High levels of engagement in active play at playtimes/lunchtimes.</p> <p>Minimise behaviour issues.</p> <p>Develop gross motor skills in EYFS</p> <p>Provide a new area and equipment for children to exercise</p>	An additional area for physical activity created providing an opportunity for children to develop their balancing and bike skills.

Meeting national curriculum requirements for swimming and water safety.	N/A
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 2021.	
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?	

## 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:
				91%
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 improve the quality and opportunities for physical activity in school.	Buy playtime/PE resources that encourage active play.  -Buy new climbing wall holds to replace the old ones. -Buy sports equipment for KS1 sessions with sports coaches invasion games - Buy additional balance bikes and a storage shed for bikes	£1,760.35 (sports equipment, and shed)	High levels of engagement in active play at playtimes/lunchtimes.  Minimise behaviour issues.  Develop gross motor skills in EYFS	Equipment will be stored safely and organised into year groups. This will be reviewed each year and decisions will be made if we require more and how it will benefit PE and sport attainment.
	Create a timetable for the sports coaches to encourage the children to participate in structured physical activities. Encouraging competitive sport in KS1 - Timetable of sports activities	£13,124	PE specialists to run games and moderate/vigorous physical activity games.  Children have high quality teaching in order to develop children's overall levels of fitness.	PE Specialist will lead the games and physical activity whilst supporting and encouraging other staff working at lunchtime. These games can then be used when specialist and play leaders are not present.



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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 keep updated with news and developments linked to PE	To continue with the implementation of Real PE/gym throughout the school and provide staff training for Real dance & games.	£120.00+ £395.00 License for Real PE	Training to be provided by Jo Arundel (Real PE trained) embedding Real PE teaching for both indoor and outdoor PE lessons.	Once fully embedded staff will continue to use the Real PE platform to teach PE in school. Staff will be confident to teach PE both indoors and outdoors.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
For staff members to work with PE Specialist (Jo Arundel) to continue to deliver high quality PE session in school.	PE specialist to work with all class teachers and HLTA's to provide them with adequate training in Real PE.  Joint CPD with Junior school staff	£720.00	For staff members to be upskilled in delivering lessons.  Children to have high quality teaching in order to learn and develop new skills. Children's overall levels of fitness will improve	Teachers who have been trained will be will be able to deliver effective PE lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				Subject Leader time
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 broaden the variety of sports undertaken at school	To design a timetable at lunchtimes so that each year group has an opportunity to participate in a game.	Subject leader planning time	Children experience a wider more varied range of physical activity.	Children have a greater interest and engagement in physical activity.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
For children to have the opportunity to take part in sporting events within the local authority.  Take part in mini sporting competitions within year groups	To participate in the BHS Infant sporting event taken within the local authority.  Sports day planning adapted to COVID restrictions	£200.00	Children within KS1 will have opportunities over the course of the year to take part in sporting events.  Increased opportunities to work as part of a team.	Attending events and competitions will allow the children to adopt a healthier lifestyle and foster a life-long love of sport and activity in giving them opportunities to compete with their peers.  Taking part in school events and competitions will allow the children to adopt a healthier lifestyle. Giving them opportunities to compete with their peers regardless of the outcome.

Signed off by	
Head Teacher:	J. Swallow
Date:	February 2021
Subject Leader:	E. Burrell
Date:	February 2021
Governor:	G. Philips

Date:	February 2021
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