

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 2020** at the latest.

**** In the case of any under-spend from 2018/19 which has been carried over this must be used and published by 31st March 2020.**

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 2019 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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Up skilling staff for over three years. • Purchased age appropriate PE equipment. • Extensive range of equipment and appropriate storage. • Took part in ongoing competitions. • Beginning to include support staff in more PE based activities. • Continued using different resources (online, DVDs) to keep children active during school times. • Half term sports clubs with targeted groups to encourage all children to be active. 	<ul style="list-style-type: none"> • Monitor use of lunchtime equipment – how well support staff uses the equipment. • Ensure all staff are using the correct scheme of work and following year group guidelines. • Baseline data conducted once per term and children encouraged to beat their personal bests.

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 2020.

Academic Year: September 2019 to March 2020		Total fund carried over: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
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.	Unable to assess due to CoVid-19. Extra swimming will need to be made available in the following year.
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.	%
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: 2019/20		Total fund allocated: £20,000		Date Updated: 02.03.20	
<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:
					%
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?:	
Encourage children to be more physically active at lunchtime and cast interest in a variety of sports.	Purchase playground equipment.		3000	Reduced number of playground incidents. Pupils will also be engaged in positive and organized play led by confident and knowledgeable adults.	
Increased organized play opportunities for pupils at lunchtime.	Mid-day supervisors training by Ally		500	Children to boost team work skills and working together. Children to be more active during lunchtime.	
Extra curricular club initiatives: Premier sport	External experts to come in to school and run play time and after school clubs with the children.		£7500	More children are encouraged to participate in a variety of sports. Gymnastics and Dance experts are provided to enhance children's understanding.	
			Sustainability and suggested next steps:		
			Equipment will be made available for future years. Sports leaders to support mid-day supervisors in play activities. Continued monitoring of equipment and confidence of staff.		
			Mid-day supervisors to manage sports leaders when leading playground games. Oversea the safe use of playground equipment and that it is put away appropriately.		

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	
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:
<ul style="list-style-type: none"> All children to complete baseline tests focussed on fundamental skills each term and compete with their previous score. Throwing, jumping, running. Children to participate in inter school sports competitions. Whole school days of sports. Such as sports relief. 	<p>Create a template and trial on a targeted year group.</p> <p>Regular competitions within the school.</p> <p>Children to take part in whole school sports day such as sport relief.</p>	<p>£200</p> <p>£200</p> <p>£200</p>	<p>Pupils can see their progression throughout the year.</p> <p>Pupils to develop an understanding of sportsmanship.</p> <p>Pupils get the opportunity to play different sports.</p>	Termly data drops to identify G and T in Athletics.

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:
In order to improve progress and achievement of all pupils the focus is on up scaling the staff.	Use of PE Advisor to mentor and support teaching staff over a three week block of lessons.	1400	Increased confidence and knowledge to deliver high quality PE lessons.	Continued support from PE Coordinator and PE HLTA.
To increase knowledge for new PE Coordinator and PE HLTA.	Attendance to various courses throughout the year.	500	PE coordinator to feel more confident in monitoring PE curriculum.	PE Leader to assess current scheme of work and introduce staff to new scheme of work. PE Leader to use new scheme to take a lead on assessing children's progress.
To increase knowledge of support staff supporting lowest ability children in PE	Training morning using support staff and SEND children	500		Support staff to complete overview sheet of their SEND child's progress.
Key indicator 4: 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:

<p>Introduce a variety of different sports to encourage children to learn a new skill.</p>	<p>Taster sessions for children to promote- martial arts, yoga and dance.</p>	<p>2500</p>	<p>Improve behaviour and gage more children to be active.</p>	
<p>EYFS initiative. Provide children in early years with a variety of equipment to focus on key skills.</p>	<p>Purchase equipment and encourage EYFS team to promote them with the children.</p>	<p>1500</p>	<p>Children will be more advanced when they enter the next years in school allowing for higher expectations and more focus on application.</p>	

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:
Opportunities for pupils to participate in competitive sports	Budget to cover costs including travel, admissions, entry fees and league costs New sports kits to encourage children to feel part of a team.	1500 500	Children will be more encouraged to take part in activities and teachers will be more confident in organising events outside of school. Children to be more motivated for competitions. Increase in team spirit and suited for all weather types.	Our school will be better represented at events. Children to now take part in activities in all weather conditions.

Signed off by	
Head Teacher:	
Date:	July 2019
Subject Leader:	Mr R Sullivan
Date:	July 2019
Governor:	Mrs Natalie Holden
Date:	July 2019