

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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](http://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. **All funding must be spent by 31st July 2022.**

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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 19, 820
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 4,116
Total amount allocated for 2021/22	£19,700
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 23,816

## Swimming Data

Please report on your Swimming Data below.

<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 then 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 2020.</p> <p>Please see note above</p>	<b>61%</b>
<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>	<b>55%</b>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<b>63%</b>
<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: July 2021	
<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: % (Get Ahead Package Covers All Areas. Leadership Time covers all areas)
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated :</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>		<b>Sustainability and suggested next steps:</b>
To raise the profile of PE in the school and allow children to access PE, Sport and Physical Activity.	Get Ahead Package	£3220	Competitions in school and personal challenges to encourage children to be active.  Children have participated in personal challenges and beat personal best scores.  Virtual Challenges – Lockdown Challenges		
Engage children in a variety of sports and activities at lunchtimes and breaktimes and ensure equipment is suitable and safe.	Ensured sufficient equipment so that it can be used by all.	£1979	Children have been active during break and lunchtimes and participated in active play. Children who are less likely to be run around at playtimes have shown participation in sporting activities.		Continue to monitor PE equipment and update if necessary.

	Equipment yearly maintenance	£480	Indoor and outdoor equipment was used throughout the year by all year groups.	
Recruitment of leaders to encourage Physical Activity at breaktimes.	Freed PE lead up to ensure leaders were trained and knew expectations round their role.	£150	Leaders were in place.  Sports Leaders helped to run and organise playtime activities and Sports Day.	Arrangements for Sports Leaders will need evaluating when school returns to 'normal'.  When restrictions are lifted, Sports Leaders will take an even more responsible role and lead the whole of KS2 ensuring that children are active during breaks and lunch times through the use of activities and equipment. Proper training for this will be given.
Ensured that there was opportunities to be active during lockdown (Jan -Mar).	PE lead ensured resources were available for teachers to send to pupils and monitored uptake.	£300	Children were active during lockdown and participated in PE lessons alongside other lessons they were given as Home Learning.	Continue to explore a range of opportunities for children to be as active as possible.
To continue to target children who are non-active during lockdown.	Resources provided by Get Ahead and given to families to encourage activeness. Lucky enough to win a 'you've been sported' bag and the equipment was used to enhance sports throughout the school day.	£300	Children who are targeted as non-active were active during lockdown. Evidence provided from parents to show usage. Children in school that are targeted as non-active children participated in extra challenges with the equipment that we won.	Continue to explore a range of opportunities for children to be as active as possible.
Daily mile as part of 'the recovery curriculum'.	TAs supervised children to complete daily mile.	£2850	All children walked at least a mile every day.	Look to build into timetable next year.
Behaviour mentor to support increased activity in target pupils	Pupils who would benefit from increased physical activity had opportunity to take part in structured adult led activities.	£3800	Behaviour and general approach to learning improved with majority of the target group.	Behaviour mentor has left so need to look if Inclusion team can continue work started.
				Percentage of total allocation:

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

%(Get Ahead Package Covers All Areas. Leadership Time covers all areas)

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>Promote the profile of PE, School Sport and Activity by incorporating many more challenges.</p>	<p>PE lead ensured we competed in intra and inter -school challenges.</p>	<p>£900</p>	<p>Children have participated in extra PE during the day and have been engaged with the competitive element of the challenges against each other and other schools.</p> <p>Accessed virtual competitions help across the year including Rounders, Lets get Stepping.</p>	<p>Continue to participate in challenges but also with competitions in the local area, to keep children’s engagement.</p>
<p>Use the school website, twitter to promote PE achievements.</p>	<p>Competitions mentioned on app, website, twitter, etc.</p>	<p>Free</p>	<p>Parents and children are more aware of sporting achievements and goes on within the school.</p>	<p>Continue this next year when even more sporting opportunities and achievements will be able to take place.</p>
<p>EYFS Curriculum linked to Get Ahead – detailed lessons that encourage skills progression and give fundamental skills.</p>	<p>Staff implemented curriculum.</p>	<p>£540</p>	<p>PE curriculum in EYFS is more coherent and links to whole school curriculum in a more structured way.</p>	<p>Evaluate impact over the next year.</p>
<p>To have PE subject led by well trained PE lead and one who is up to date with changes.</p>	<p>PE lead attended NL forums – national and local updates.</p>	<p>£450</p>	<p>Sports Leader up to date with the PE local and national updates in the local area and can make team aware of any changes.</p>	<p>Continue to stay updated with local and national updates. Be in regular contact with the local council to ensure that events are participated in.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% (Get Ahead Package Covers All Areas. Leadership Time covers all areas)
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
EYFS staff have a coherent and well-sequenced PE curriculum across the school.	EYFS Curriculum linked to Get Ahead – detailed lessons that encourage skills progression and give fundamental skills.	£540	Staff are more comfortable taking PE lessons with a curriculum that links with the rest of the school. Children have enjoyed their PE lessons and are learning fundamental skills that will help them through school.	New staff in EYFs next year will need re training.
Develop Staff around areas of PE that they can use in future years.	Get Ahead delivered ‘Skipping’, ‘Healthy Eating’ and ‘It’s Catching’ and teachers were present and explored how to deliver resources in future years.	Get Ahead	Staff have more confidence in how ‘Skipping’, ‘Healthy Eating’ and ‘Catching’ can be delivered. Informal feedback from the teachers to subject lead highlighted that they would feel confident about delivering a similar initiative in the future.	See impact comments.
Explore opportunities for online learning – What courses are out there that would support staff and develop confidence.	PE lead delivered inset around strategies to deliver online learning in PE.	£75	Regular PE ‘home’ learning was sent home during lockdown (Jan -Mar)	See impact comments.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				(Get Ahead Package Covers All Areas. Leadership Time covers all areas)
Intent	Implementation		Impact	
<b>Your school focus should be clear what you want the pupils to know and be able to do and about</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has</b>	<b>Sustainability and suggested next steps:</b>

what they need to learn and to consolidate through practice:			changed?:	
Invite outside agencies to deliver activity days for a variety of different sports and activities.	Get Ahead activity days – chose different activities than usual activities that children wouldn't normally participate in.	Get Ahead	Children have made progress from their first challenge day to the second challenge day. Evidence given by Get Ahead to show progress of the children on these days. Children also provided with the equipment to continue with this skill so they can improve even further.	Continue with these activity days next year. Suggest events where the children can participate in the challenge again in school to see whether they have improved even further or at least maintained their skill level.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: % (Get Ahead Package Covers All Areas. Leadership Time covers all areas)
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
To increase participation for all pupils in competitive sports.	School took part in 'virtual' rounders and step competitions.	Get Ahead	Children have made progress from their first challenge day to the second challenge day. Evidence given by Get Ahead to show progress of the children on these days. Children also provided with the equipment to continue with this skill so they can improve even further.	Continue with these activity days next year. Suggest events where the children can participate in the challenge again in school to see whether they have improved even further or at least maintained their skill level.

Signed off by	
Head Teacher:	David Sidaway
Date:	July 2021
Subject Leader:	Amy Briggs
Date:	July 2021
Governor:	TBC
Date:	TBC