

# 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](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 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:
<ul style="list-style-type: none"> <li>In September 2020 a new headteacher started and there is now a new direction and fresh start with regards to PE and Sport in school.</li> </ul>	

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO \*

**Total amount carried forward from 2019/2020      £0.00**  
**+ Total amount for this academic year 2020/2021    £20,690**  
**= Total to be spent by 31st July 2021                    £20,690**

<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>	35%
<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>	40%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	55%
<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

## 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: £20,690		Date Updated: 28 <sup>th</sup> June 2021	
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: %
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>To increase activity per day during playtimes and lunchtimes.</li> <li>More children to participate in active after school activities.</li> </ul>		<ul style="list-style-type: none"> <li>Access to a wide variety of organised activities in a safe and enjoyable environment.</li> <li>Lunch and break time zones include skipping, teambuilding, football, cricket, basketball, netball, NAK and target games.</li> <li>After school clubs for key stages 1 &amp; 2 to include sports, Taekwondo, Dance, separate girls' sports, swimming.</li> </ul>		£5000	
				<ul style="list-style-type: none"> <li>More children are now active during lunchtimes.</li> <li>Children enjoy lunchtimes more.</li> <li>More children now regularly participate in after school sports clubs.</li> </ul>	
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	
				15	

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"> <li>To celebrate the achievements in PE and Sport to ensure that the whole school is aware of its importance in school.</li> <li>Introduce Sports leaders to take on leadership roles.</li> <li>To have a whole week dedicated to sport.</li> </ul>	<ul style="list-style-type: none"> <li>Half termly assemblies to celebrate successes in P.E, tournaments and after schools' sports clubs.</li> <li>Children to help organise lunchtime activities and intra school competitions.</li> <li>A whole week focused on health, nutrition and exercise which includes a range of activities. (i-challenge week)</li> </ul>	£3000	<ul style="list-style-type: none"> <li>All children in school know who our sports leaders are and the role they play in school.</li> <li>All children participate in our sports assemblies.</li> <li>All children in school know about our i-challenge curriculum and the importance it plays within school.</li> </ul>	<ul style="list-style-type: none"> <li>Sports assemblies and awards are now embedded within school.</li> <li>To continue to develop our sports leaders.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	%

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	17
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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"> <li>Up skilling staff to increase subject knowledge and ensure staff are more confident and confident to teach a broader variety of high quality PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>To employ a specialist PE consultant to team teach in PE and provide staff training to include teambuilding, Orienteering, Skipping, NAK, Tri Golf and general PE.</li> </ul>	£3600	<ul style="list-style-type: none"> <li>All staff are trained and feel more confident and competent and now deliver a more varied range of PE lessons.</li> <li>Better quality of PE provision throughout school.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to offer training opportunities to all staff.</li> </ul>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	%

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	31
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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"> <li>To offer outdoor and adventurous activities and opportunities to all pupils.</li> <li>To enrich our PE curriculum by introducing a large variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Offsite activities package for children in key stage 2.</li> <li>Onsite adventurous activities for children in key stages 1 &amp; 2.</li> <li>New PE equipment.</li> <li>Skipping days.</li> <li>Purchase Team building package.</li> <li>Purchase Orienteering map.</li> </ul>	£6400	<ul style="list-style-type: none"> <li>All children in years 5 and 6 can now ride a bike.</li> <li>All children in key stage 2 have attended an offsite activity centre to participate in water sports / climbing activities.</li> <li>Children now access a broader range of activities on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>All staff are trained to deliver team building and skipping activities throughout school.</li> <li>To introduce more onsite adventurous activities.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	12
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"> <li>To ensure all children in key stages 1 &amp; 2 compete in competitive sport on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce weekly intra school competitions.</li> </ul>	£2690	<ul style="list-style-type: none"> <li>All children in key stages 1 &amp; 2 have participated in intra school competitive sport on at least 1 occasion.</li> </ul>	<ul style="list-style-type: none"> <li>Staff within school can organise and manage intra school tournaments.</li> <li>To start offering opportunities for all children to compete in level 2 inter school sports on a regular basis.</li> <li>To introduce a gifted and talented sports clubs within the school day.</li> </ul>

Signed off by	
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Date:	28 <sup>th</sup> June 2021
Subject Leader:	Neil Walters
Date:	28 <sup>th</sup> June 2021
Governor:	
Date:	

Created by:  association for  
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