

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£18570
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18110
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18110

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

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<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: 17%
<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?:
<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, basketball, netball and target games.</li> <li>Introduction of lunchtime Taekwondo and Dance clubs</li> <li>After school clubs for key stages 1 &amp; 2 to include sports, Taekwondo, Dance</li> </ul>		£3000	<ul style="list-style-type: none"> <li>There is now a wider range of activities on offer to children during lunch and break times and after school.</li> <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>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 11%
<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:
<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 Play leaders to take on leadership roles.</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>Team building training for sports leaders.</li> <li>Sporting events and achievement board now present in school.</li> </ul>	£1540	<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>Children are more aware of sporting opportunities in 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 and to implement year 5 sports leaders.</li> <li>Further develop our Sports display board.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	24%

Intent	Implementation	Impact	Sustainability and suggested next steps:
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?:
<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 NAK, Tri Golf and general PE.</li> <li>Balance bike training for foundation staff.</li> <li>Training for lunchtime staff to include team building, basketball, football and behaviour management.</li> </ul>	£4600	<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>Children now receive a better quality and more varied PE provision throughout school.</li> <li>Our reception staff now deliver balance bike</li> </ul>

	<ul style="list-style-type: none"> <li>• Commando Joe's staff training.</li> </ul>		<p>sessions on a weekly basis.</p> <ul style="list-style-type: none"> <li>• Lunchtime staff now offer a more fun and engaging lunchtime.</li> </ul>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 34%
<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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>• To enrich our PE curriculum by introducing a large variety of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase balance bikes</li> <li>• Purchase P.E equipment</li> <li>• Purchase Orienteering map</li> <li>• Bikeability scheme for upper KS2</li> <li>• Purchase of KS1 team building package</li> <li>• Purchase of Commando Joes Gold package</li> </ul>	£6430	<ul style="list-style-type: none"> <li>• All children in years 5 and 6 and most in year 4 can now ride a bike.</li> <li>• Children now access a broader range of onsite activities on a regular basis.</li> <li>• All children in reception can now ride a balance bike.</li> </ul>	<ul style="list-style-type: none"> <li>• To implement an offsite adventurous activities package to all KS2 children.</li> <li>• Purchase our own bikes and run onsite cycling for KS2 children.</li> <li>• To implement an I-challenge curriculum across school.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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"> <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>Continue with intra school competitions for all year groups.</li> <li>Partnership with local school (Molde Green) to introduce fortnightly tournament afternoon.</li> <li>Join SPIN partnership.</li> </ul>	£2540	<ul style="list-style-type: none"> <li>All KS1 children have participated in intra school competitive sport on at least 1 occasion.</li> <li>All KS2 children have competed in intra school sport on at least 2 occasions.</li> <li>A high percentage of KS1 and KS2 children have competed inter school sports competitions.</li> </ul>	<ul style="list-style-type: none"> <li>All upper KS2 children get at least 1 chance to compete in an inter school competition.</li> <li>Teachers to implement intra school tournaments within their P.E curriculum.</li> </ul>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	