

# 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:
<p>Before COVID-19 school nurse had not reported any concerns about obesity.</p> <p>During lockdown all after school sports clubs were suspended. Children who were remote learners were encouraged to participate in sport, daily, with Jumpstart Jonny and Joe Wicks.</p> <p>Children who attended school had regular PE lessons.</p> <p>After Lockdown all the after school clubs resumed. 3 of our 4 sports after school clubs (Multi Sports, Football and Gymnastics) are full.</p>	<p>Consider doing more competitive sports with other local infant schools when it is safe to do so again.</p> <p>Consider increasing whole school games run by Sports coach with support from SEND TA from one lunch time to two lunch times</p> <p>Consider changing one of the after school sports club which isn't popular or opening it to younger children.</p>

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 2021.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £300</b>	<b>Date Updated:8/3/2021</b>		
What Key indicator(s) are you going to focus on? Helping all children to be fit and active following school closure between December and March for the Christmas break and Covid lockdown. This represents a period of 3 months where many pupils have had no access to PE tuition.				Total Carry Over Funding: £300
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To ensure all children are fit and able to enjoy healthy exercise in a fun and fulfilling way.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>As well as whole class PE sessions and access to sporting after school club activities, we will run additional lunchtime multisport activities with Romar Sports on two days per week until the end of the Spring Term.</p>	<p>Carry over funding allocated:</p> <p>£300</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p> <p>Pupils are more alert in afternoon classroom sessions and demonstrating greater general skills in hand-eye control, ability to focus, maintaining effort and participation. Greater sports skills are also evidenced in PE lessons</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p> <p>Continuation of sports activities in the lunch breaks this term led by one of the school's sports coaches and supported by a MDS.</p>

<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.</p>	<p>N/A for an Infant School</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>N/A for an Infant School</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>N/A for an Infant School</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>N/A for an Infant School</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>	<p>N/A for an Infant School</p>

## 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> £16,427		<b>Date Updated:</b> 8/3/2021	
<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: 75% approx
<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?:
<p>Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p> <p>Keeping fit and enjoyment of physical exercise</p> <p>Improvement of key skills</p>		<p>Daily physical exercise for all pupils, tuition of key skills, participation in sporting events.</p> <p>Three and a half hours per week with a minimum of 30 minutes per day in KS1</p>		£13,500	<p>Active children, willing and eager to participate and demonstrate knowledge and improving skills</p>
<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: 75% with above
<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>Improve general movement activities to include: - run, skip, hop, jump, climb, dance, jog etc Ball skills, throwing, catching, dribbling, stopping etc</p>	<p>Daily movement activities both in class and outside Weekly PE lesson with equipment and/or apparatus. Use of Trim Trail and lunchtime resources</p>	<p>Included in the above allocation £13,500</p>	<p>Active children in lessons and class activities. Evidence of enjoyment in participation. Good take up of extra-curricular activities after school. No obese children currently in school.</p>	<p>Broad range on offer each term</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				10% approx
<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:
Use of sports coaches to advise and train staff Participation in training and sports outside of school to benefit teaching and pupil learning	Teaching staff to work alongside external providers	£1,500 approx	Teachers to use their increased skills in benefitting pupils. Development of new playground games	Ongoing development work
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				10% approx
<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:
Greater range of skills and activities on offer with appropriate equipment Opportunities for competitive games and sporting opportunities with other schools	Involvement of Romar Sports to enhance provision and stimulate new ideas	£1,500 approx	Knowledge of new games and activities Understanding of rules in competitive games	Ongoing development work

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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 competitive games and sporting opportunities with other schools	Involvement of local secondary school sports partnership to co-ordinate events and learning opportunities with other schools	£600	Understanding of rules in competitive games Ability to participate in fairness and develop teamwork skills in both victory and defeat	Ongoing development work

Signed off by	
Head Teacher:	
Date:	March 2021
Subject Leader:	
Date:	
Governor:	 Signed _____ CHAIR
Date:	March 2021