

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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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 **31st 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](#).

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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>Continued increase in uptake of lunchtime and after school clubs</p> <p>Increased awareness of the impact nutrition and physical activity has on physical and mental wellbeing throughout the school and wider community</p> <p>Recognition for participation in Virtual School Games during lockdown and beyond</p> <p>Whole school participation at home and in school in schools Virtual Sports Day</p>	<p>Increase pupil's access to a range of activities outdoors during break and lunchtimes.</p> <p>Further the quality of education so a series of lessons contribute to the ambitious curriculum intent</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.

Academic Year: September 2020 to March 2021	Total fund carried over: £6095.62	Date Updated:		
What Key indicator(s) are you going to focus on? <i>The profile of PESSPA being raised across the school as a tool for whole school improvement</i>				Total Carry Over Funding: £6095.62
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:		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?:
Pupils have access to a range of activities outdoors during break and lunchtimes. Pupils will feel safe and be confident in their play having a positive impact on their self-esteem and personal development.	OPAL	£4500	Overall pupils' behaviour is positive and reflects the school values. Low-level disruption does not continue into the classroom therefore not disrupting lessons or the day-to-day life of the school.	Further develop pupil attitudes and behaviour so all are highly motivated and resilient and respectful towards all others
Enhance the quality of education by ensuring the curriculum's intent and implementation are consistently and securely embedded through high quality resources	Curriculum resources	£1504.64	Pupils' physical literacy and skills attainment progress sequentially across the key stages in a range of sports and activities. Pupil's consistently and securely embed physical literacy, resilience, confidence and collaboration	Pupils take an active role in the school's development Pupils feel safe and be confident in their learning, consequently making progress from their baseline Attainment and progress expectations are clear in a range of sports across the key stages

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.	
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: 2020/21		Total fund allocated: £19160		Date Updated: December 2020		
Key indicator 1: The engagement of all 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: 15% (£2874)	
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?:	
<p>Pupils have access to a range of opportunities to participate in organised sport or physical activity during and after school.</p> <p>Pupils will feel safe and can be confident in their play having a positive impact on their self-esteem and personal development.</p>		<p>Lunchtime and after school clubs:</p> <ul style="list-style-type: none"> - Provided by school staff and external agencies with high quality coaches <p>Daily Exercise:</p> <ul style="list-style-type: none"> - Pupils participate in a range of activities aiming to increase team work and engage all pupils in physical activity 			<p>Overall pupils' behaviour is positive and reflects the school values. Low-level disruption does not continue into the classroom therefore not disrupting lessons or the day-to-day life of the school.</p> <p>Pupils consistently and securely embed physical literacy, resilience, confidence and collaboration</p>	<p>Further develop pupil attitudes and behaviour so all are highly motivated and resilient and respectful towards all others</p> <p>Pupils feel safe and be confident in their play and learning, consequently making progress from their baseline</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				25% (£4790)
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>Pupils has an improved awareness of the impact that physical activity and nutrition has on both their own and family's physical and mental well-being.</p> <p>Pupil's further develop the behaviour and attitudes that ensure they are exemplify the school values and make a valuable contribution to the school and wider community</p>	<p>Active nutrition Wellbeing afternoons - Key Stage 1 and 2</p> <p>Play Leaders - Yr 6</p>	<p>£2400</p>	<p>Pupil's further develop positive behaviour and attitudes towards their health and wellbeing.</p> <p>Pupils develop leadership skills and take responsibility for leading play in school.</p> <p>Pupils are actively involved in OPAL working party</p>	<p>Further develop pupil attitudes and behaviour so all are highly motivated and resilient and respectful towards all others</p> <p>Pupils take an active role in the school's development</p> <p>Pupil's leave primary school with leadership skills that can be transferred to high school experiences and beyond</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30% (£5748)
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:
Further the quality of education so a series of lessons contribute to the ambitious curriculum intent	<p>Responding to staff training questionnaire:</p> <p>NQT +1 1-1 training and follow up</p> <p>Whole school/individual training</p> <p>Real PE platform annual subscription</p> <p>OPAL - Playworker training</p>	<p>£300</p> <p>£294</p> <p>(included in the OPAL total fee)</p>	<p>Staff feel confident delivering quality PE lessons as mapped out in the PE curriculum and skills progression road map</p> <p>Pupil's consistently and securely embed physical literacy, resilience, confidence and collaboration</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 25% (£4790)
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:
Additional achievements: Further develop pupil's physical and personal development through the introduction of different sports	Premier Olympics enrichment programme Mini-Groovers (EYFS & Yr1) - Pupils developing physical literacy/movement through dance activities	£1260 £1260	Pupil's feel safe and confident in their play and learning. Pupil's further develop positive behaviour and attitudes towards their health and wellbeing.	Pupil's develop interests across a broad range of sports participating in clubs both during and after school

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5% (£958)
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:
Further develop pupil's personal development through opportunities to represent the school in competitive sporting events	Sports Mark - virtual games Sports Day Interschools activities		Pupil's feel safe and confident in their play and learning. Pupil's further develop positive behaviour and attitudes towards their health and wellbeing. Pupil's consistently and securely embed physical literacy, resilience, confidence and collaboration	Pupil's develop interests across a broad range of sports participating in clubs both during and after school

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