

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by



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

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](#).

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:
Each class are more aware of active school planners. Assessment tracking system is starting to be implemented across classes. New staff received outstanding CPD from Positive PE to assist with the delivery of high quality PE for Gymnastics. PE lead observed and team-taught PE lessons. Increased provision for 'target children' to increase physical activity and competition participation. Sports council was implemented ensuring a student voice for PE and School Sport.	All staff to be further aware of the School Games formats and take a more active role with this. Adaptations to planning and assessment as a result of COVID-19 PE lead and SportsPlus coach to team teach with class teachers and assist with P.E. and physical activity. Competitions to be completed within class bubbles using 'house' format. Update and enhance P.E. and School Sport equipment, including for class bubbles. All staff and lunch time leaders to be trained in how to prepare physical activity in relation to health and safety. Provide and enhance online, virtual challenges for children.

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: £4374	Date Updated: 25/11/20		
What Key indicator(s) are you going to focus on? 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				Total Carry Over Funding: £4374
Intent	Implementation		Impact	
With children's physical activity and P.E. levels dropping due the first lockdown, our intent is to ensure children are more active in everyday life. New strategies and methods are to be researched, identified and purchased to assist with the engagement of all pupils in regular exercise in school and at home. This is so we are able to adapt to any future guidelines, changes or isolations. Our plan is to research and purchase activities, experiences and technology such as: - Regular physical activity session implemented into daily school life. - Online virtual challenges - Pedometers - Fitbits - Tablets	PE lead to research what is set out in the 'intent' section. PE lead to ask staff of their ideas or requirements linking to Key Indicator 1. PE lead to monitor and assess the effectiveness of new strategies.	Carry over funding allocated: £4374	Questionnaires. Observations. The use of equipment and any data this may provide e.g. number of steps. Teacher feedback. Parental feedback.	Children are re-engaged in physical activity and school sport. Children identify different ways in keeping and maintaining a healthy and active lifestyle even with changing circumstances.

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 2020.	56%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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: £17,730	Date Updated: 25/11/20	
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Class timetables to ensure there is a P.E and a physical activity lesson per week to enhance children's engagement in regular physical activity.	Class teachers are to identify a P.E. and physical activity slot termly and share with P.E. lead.	N/A	Class timetables. Observations. Teacher feedback on engagement of regular physical activity.	Children are aware of activity levels and leads to better choices throughout a day and in their future lives.
Equipment such as yoga mats to be purchased so children are engaged in physical activity via different strategies. Fitbits or pedometers to be purchased.	P.E. lead to purchase yoga and aerobic mats. Fitbits and pedometers to be researched and purchased.	£800	Observations. Teachers using equipment in P.E. or physical activity lessons.	Equipment can be used for a range of activities for a range of year groups. Children exposed to different ways of being active e.g. yoga and palates.
Classes Year 1-Year 6 to receive well-being sessions virtually related to dance and physical activity.	P.E. lead to liase with school mental health and well-being lead and implement physical activity sessions through the 'Well-Being Crew'.	N/A	Observations. Questionnaires and feedback on enjoyment from children.	Children's mental and physical health well-being is improved. Children associate mood and exercise as an important component.

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Children to receive virtual challenges and physical activity exercises at home.	P.E. led to create, research and identify virtual challenges in order for children to access at home.	£500	Children will be more active and aware of different activities, challenges and ways to continue physical activity virtually.	Children and parents are aware and can identify ways of keeping fit via online, virtual challenges.
P.E. and physical activity to be part of a 'home timetable' if a class bubble is to isolate.	P.E. lead to monitor physical activity as part of a timetable if children are isolating.	N/A	Children will be more active and aware of different activities, challenges and ways to continue physical activity virtually ensuring P.E. is still part of the curriculum.	Children and parents are aware and can identify ways of keeping fit via online, virtual challenges.

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	
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:
New resources to assist with teaching and learning of PE and physical activity.	- Yoga mats - Aerobic mats - Footballs - Bench steps - Boccia P.E. lead to evaluate termly.	£2000	Use of equipment. Observations.	Equipment is continued to be used. New sports are implemented across year groups and for 'target' children in sports such as boccia.
Every child from Year 1 to Year 6 to have individual targets to set for the week. Children receive reward linking to behaviour policy for achieving.	P.E. lead to organise individual target cards for children's packs.	N/A	Questionnaires. Use of individual targets. Behaviour points.	Children continue to set individual targets and understand the value of physical activity.
Sports Council.	P.E. lead to identify new Sports Council representatives from beginning of Spring Term.	N/A	Meetings. Sports councillors voice and information presented to classes.	Children have a voice for P.E. and School Sport. Improvements are made to adapt to children's preferences and ideas.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Staff to receive training from PE lead and Sports Plus on how to use assessment in PE effectively. This will ensure staff are more confident in assessing and understanding next steps.	PE lead and Sports Plus coach to assist staff with assessments. Analyse termly.	(See cost within Key Indicator 4 – SportsPlus)	Class assessments. Analyse progress and attainment. Assessment to assist with teacher planning enhancing high quality P.E.	Assessments enable the next year group to understand next steps and gaps in fundamental skills.
Staff to receive training from PE lead on how to implement safe P.E. and physical activity in line with government guidance and Covid-19.	PE lead to provide guidance and information to all staff and the health and safety of P.E. and physical activity. P.E lead to provide resources to assist.	£200	Staff provide a safe environment for children and themselves. Observations. Teacher feedback.	Staff are able to adapt quickly to updated guidance.
Staff to have team-teach and observations from PE lead and Sports Plus. Staff to develop their CPD and improve teaching HQPE.	PE lead and Sports Plus team teach with staff.	(See cost within Key Indicator 4 – SportsPlus)	Observations. Written and verbal feedback.	Staff feel more confident to deliver P.E. and physical activity.
Staff other than the PE lead are aware of competition formats using the School Games formats for inter and intra-school competitions. Staff can use game formats and skills in PE lessons more frequently.	PE lead to share information via staff training e.g. phase meeting. PE lead to observe school games formats being implemented but also considering the health and safety format linking to current government guidelines.	N/A	Staff demonstrate in class PE lessons.	Staff have and demonstrate a greater knowledge of different sports, games and activities in relation to the School Games format.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Sports Plus: 2 after school clubs 2 lunch time clubs Assessment Staff CPD	Sports Plus to run 2 after school clubs and 2 lunch time clubs. Sport councillors to assist with broad and range of sports requirements. PE lead to monitor (reviewed and changed where necessary due to government guidance) .	£12000	Analyse number of participants in after school clubs. Monitor the amount of new sports introduced. Lunch time club observation notes. Assessment within key indicator 2.	Children are physically active and want to continue to push themselves to participate in P.E. and school sport.
New sports such as yoga, aerobics and palates to be introduced to children termly, starting with Year 5.	P.E. lead to purchase yoga and aerobics mat. P.E. lead to use mats for yoga, aerobics and palates. P.E. lead to provide videos for staff to assist with teaching.	£800	Observations. Use of equipment.	Equipment is used in future terms.
Classes to receive a virtual tour of events / stadia to capture experience of a range of sports.	P.E. lead to organise a virtual experience for classrooms linking to stadium, sport or event e.g. 'Olympic day' linking to super Saturday of London 2012.	£0 - £1000	Observations. Teacher feedback.	Children receive an experience linking to 'cultural capital'.

Key indicator 5: Increased participation in competitive sport				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
School Games Sports Day.	PE lead to organise School Games Sports Day.	N/A	Observations. Sports Day.	Children enjoy and participate in competitive sport.
School Games formats incorporated into PE lessons where appropriate, always ensuring guidelines are considered.	PE lead through staff training / phase meeting to help teachers incorporate School Games formats in PE lessons. PE lead to observe where possible in action.	N/A	Teacher feedback. Planning. Observations.	Children are exposed to competition formats more frequently.
House competitions.	The school 'houses' compete against each other within class bubbles.	N/A	Planning. Observations.	Children are exposed to competition formats more frequently.
Virtual competitions.	The school 'houses' compete against each other within class bubbles.	N/A	Planning. Observations. Child feedback.	Children are exposed to competition formats more frequently.

Signed off by	
Head Teacher:	
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Governor:	
Date:	