

# 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:

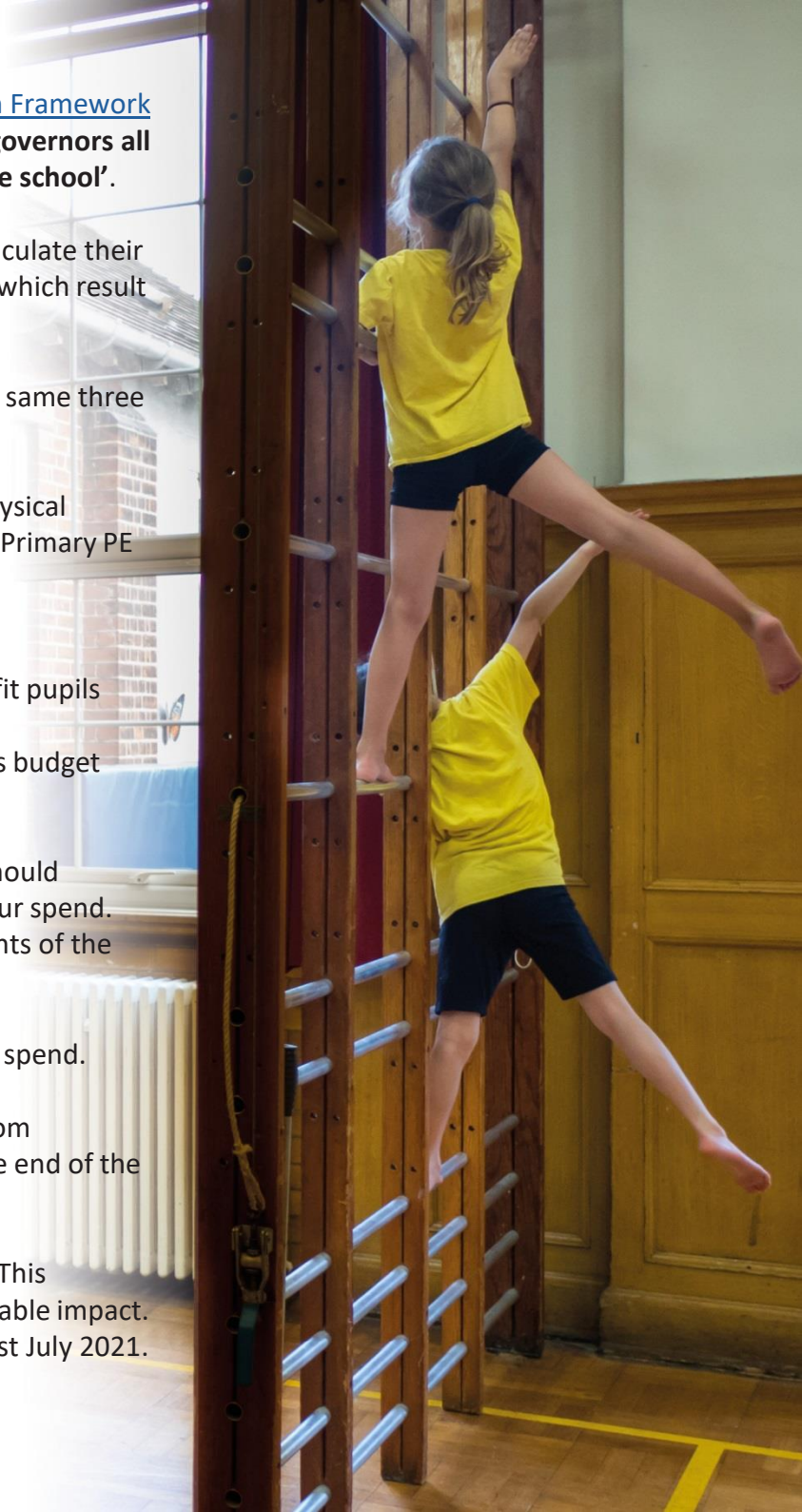
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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>• 2018-2019-Achieved Silver School Games Mark.</li> <li>• Continued our school links with ATSA, beginning to take part in Inter school competitions such as football, rounders, and tasters in crown green bowling and cycle speedway.</li> <li>• Online learning during lockdown for each year group focussing on developing skills.</li> <li>• More active lunch times</li> <li>• Access to school field and forest school</li> <li>• Swimming continued to be offered in Year 3 and 4.</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain Silver School Games mark and consider whether we can apply for Gold in the next academic year.</li> <li>• Ensure at least 90% of children achieve the National Expectation for swimming.</li> <li>• To offer a wider range of sports during breakfast and afterschool clubs</li> <li>• To offer reluctant Year 2 girls a football club based on Youth Sports Trust online training.</li> <li>• Continue to expand school and community links by utilising the school website and newsletter to signpost parents and children to opportunities within the community.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020**      £ 0  
**+ Total amount for this academic year 2020/2021**    £ 17,500  
**= Total to be spent by 31st July 2021**                    £ 17,500

<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>	96%
<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>	92%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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>	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: £	Date Updated:		
<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:
				%
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:
Premier Sports-Targeted PE/Activity support for individuals in each year group, to boost gross motor skills, self-esteem and addressing attitudes to P.E.	Weekly sessions for 6-8 targeted children focussing on gross motor skills. Offered to all year groups throughout the year in six week blocks.		Increased confidence in P.E lessons and willing to take a greater part them. Inform/feedback to teachers when planning P.E lessons.	Monitor progress of children and see whether they are more confident during P.E lessons. Review and continue to next year.
Continued to provide more structured provision at dinner times and play times ensuring all children are able to achieve 30 minutes of physical activity within the school day.	We now have the access to the school field at break times and play times. We have bought football nets to be used on the field and we will make more use of other equipment such as tri golf.		Children are offered greater opportunities to be more active during break and lunch times as they have a wider range of equipment and space to use.	Continue to use field and playground. Add more resources as needed. Review training needs for TAs in lieu of new equipment.
Continued to offer Swimming in Year 3 and 4 despite Covid 19 both year group have managed to take part in lessons.	Weekly sessions at the Pelican centre.		Ensuring KS2 meet 25 metres target set by Government and set up catch if needed.	Continue partnership with Pelican centre and assess whether we need to provide about catch up lessons for the

P.E lessons provided by specialist in KS2 (CB/TR) and KS1( CB/JKH)	P.E lead to ensure planning and lessons provide challenge and carry out scrutiny, assessments and pupil voice as needed to see how provision is perceived.		High quality P.E lessons provided. CPD opportunities for staff as demonstrated by specialist.	next academic year. Review and continue next year.
Provision of after school sporting clubs for children- mindful of COVID restrictions	Wide variety of after school clubs, catering for different sporting interests: football, dance and multi-sports.		Questionnaire to be given to children in summer term asking what clubs they would like to be offered at after school.	In the Autumn term offer after school sports clubs.

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: %
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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?:
Continue to increase the percentage of children taking part in PESSPA through taster events and competitions. (restricted by Covid 19 this year)	Continued to be a part of ATSA and during the summer term we have taken part in taster sessions such crown green bowling and cycle speedway. We have entered teams for Intra competitions such as football and rounders.		Children have had the opportunity to take part in new sports and have exposed to them. This may inspire children to take up some of the new sports. We have entered competitions so children have had the feel of entering a competition.
			Sustainability and suggested next steps:  Continue partnership with ATSA and continue to take part in tasters and intra competitions with other schools.  Attend cluster meetings to keep updated on new developments with the P.E curriculum.  Continue to liaise with SGO and complete health check each year.

<p>Raised profile of achievements via social media and newsletters. Certificates given to children in assemblies-restricted due to Covid 19.</p>	<p>Use Fb and newsletters to engage whole school in our achievements.</p>		<p>Children and parents are excited to see their achievements celebrated in a variety of ways. Raise the importance of taking part in competitions.</p>	<p>Increased profile of P.E and the importance of keeping fit and healthy.</p>
<p>To embed physical activity into the school day, link to mental health and well-being</p>	<p>Use PSHE programme Life wise- each week has a physical activity for the children to try in the playground.</p>		<p>Children take part in regular active blast breaks throughout the day. Gives children opportunity to move more during class time to aid focus during lesson. Children are taking part in active blasts and it is having a positive impact on their focus during lesson time.</p>	<p>PE lead to monitor and measure impact.</p>

<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: %</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>



To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school.	TR and JKH on line training during lock down-Football through Disney, run by Youth Sports Trust. This focussed on Year 2 girls who may be reluctant to take part in P.E lessons.		Raise awareness and raise profile of engaging in P.E, increase in confidence for girls. Increase attitudes towards P.E.	To identify group and decide when and how to run the club which runs over 6 week blocks.
Staff training with Mr Barlow: increased confidence when teaching P.E.	Mr Barlow to lead sessions and teach with teachers/TA's so their confidence will grow when teaching P.E.		Increased knowledge and confidence of staff when teaching P.E.	Review and continue teaching across KS1 & KS2 as planned.
LTA training- (lawn tennis association) completed by JKH & CB	Completed training increased confidence when teaching tennis.		High quality tennis lessons taught during P.E lessons.	Links with local tennis clubs for future development.
CPD to increase confidence when teaching P.E.	TR through consortia meetings held online this year.		Explained to staff changes and developments when implementing the P.E curriculum during Covid 19.	Continue to liaise with consortia. Share good practice. TR continue to liaise with SGO.
Review free trial PE passport app.	Use trial to see whether this would enhance our P.E curriculum/knowledge of staff.		Share trial with SLT.	Assess and review whether we will purchase P.E passport app.

**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:



<p>Additional achievements:</p> <p>Ensured a wide range of quality equipment is available to staff. Eg cheerleading, football nets.</p> <p>Continued to develop the range of breakfast clubs and after school clubs available.</p>	<p>Reviewed and ordered equipment as needed.</p> <p>Offered a range of sports ran by confident members of staff. ( CB, JKH, AS, EF)</p>		<p>Children using high quality equipment to enhance P.E lessons so they can develop their techniques to the best of their ability.</p> <p>A wider range of activity and sports clubs made available to children and increased levels of competitions within inter-school sports.</p>	<p>Review and restock as needed.</p> <p>Keep confident members of staff running clubs for children. Review clubs available and change if needed throughout the year.</p>
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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:
<p>Provided opportunities for children to participate in a range of competitive sports between schools in the local area through ATSA. (restricted by Covid 19, mainly during the Summer term)</p> <p>Promoted healthy competition within school, where children engage in teams within annual sports day. This year we have split KS1 and KS2 sports days.</p>	<p>Through ATSA, gave children opportunity to represent the school in a variety of events such as rounders, football, cycle speedway and crown green bowling.</p> <p>Given whole school opportunity to take part, promote competition and boost profile of PESSPA. As KS1 and KS2 are split we are able to offer a wider range of sports suited to each key stage.</p>		<p>Calendar of various events. Celebrated on social media such as Face-book and school website.</p> <p>Children take part in a variety of sports suited to their age range. An element of competition is included as they collect points for their team.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to take part in events during the academic year. Aim to increase number of tasters and competitions we enter. Aim to involve KS1 in more tasters so children are exposed at an earlier age.</p> <p>Planned for June 2021, review and decide whether we run the sports day the same next year or go back to whole school.</p>

Signed off by	
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Date:	June 2022
Subject Leader:	T. Tabbani
Date:	June 2022
Governor:	FGB
Date:	05.07.22