

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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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 July 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:
<ul style="list-style-type: none"> - Profile of PE raised across the school. - Children are much more active at breaktimes and lunchtimes. - Staff are more confident with the delivery of PE lessons after providing CPD and given short term plans to support practise. - Children really enjoyed getting involved and delivering lunch time activities. - Increased opportunities for all children to access 30 active minutes per day outside of PE lessons. - Increased time devoted to PE each week. - Introducing a wider range of personal challenges/events. - Entering more and more local competitions (when able to do so). 	<ul style="list-style-type: none"> - The profile of PE and sport being raised across the school as a tool for whole school improvement. - To continue to develop provision for 30 minutes of daily physical activity through the introduction of a daily activity break e.g., daily mile. This will be even more important as the vast majority of children return after a long time away from the school environment. - Engagement in inter and intra competitions. - Development of links with local clubs. - Increase range of extra-curricular PE clubs on offer to all pupils - Provide increased opportunities for all pupils to take part in competitive sport.

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

* 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 31st July 2021.

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.	96%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
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?	No due to Covid limitations

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.

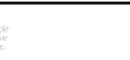
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Academic Year: September 2020 to March 2021		Total fund carried over: £2,866	Date Updated: 7 th September 2020		
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.					Total Carry Over Funding: £2,866
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 do? What has changed?:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> - Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Use active lessons to increase physical activity levels and learning. - Provide opportunities for daily physical activity. - To increase pupils' activity levels throughout the day. - Re-launch of 'Daily mile' ensuring all pupils can take part in physical activity varying from supervised active play to inter house competitions. 	<ul style="list-style-type: none"> - Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. - Planning to be provided by PE lead for two lessons per week. - Topics taught across terms to help consolidate and aid progression. - PE lead to monitor this through assessment, PE evidence, observations and pupil voice. - Purchase new playground equipment after checking current equipment is no longer fit for purpose. 	<ul style="list-style-type: none"> £997 for additional fitness resources for playtimes and lunchtimes. £1,098 sports coaches for after school provision £750 for PE kit for the children £273 transport to sports events for SEND children 	<ul style="list-style-type: none"> - Positive behaviour and a sense of fair play enhanced. - Pupil concentration, commitment, self-esteem and behaviour enhanced. - Positive attitudes to health and well-being. - Pupils activity at lunch and break increased by lunchtime staff providing a range of activities to support health and fitness levels. - Children taking part in daily additional activities such as 'The Daily Mile' regularly. 	<ul style="list-style-type: none"> - Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time. - Additional funding for development of 'courts' area and line markings purchased. - Continue to monitor playground equipment to ensure it is well looked after. - Review School development plan, whole school policies/PE policy. - School staff better equipped/more confident to 	

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	- Encourage use of initiatives such as the 'Daily Mile' in ALL year groups.		- Children across the school more active on a daily basis and enjoy being active. Evidence: - Curriculum map - PE policy - Registers of participation	teach PE in school - Monitoring use of schemes and whole school PE coverage.
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Academic Year: 2020/21		Total fund allocated: £18,650		Date Updated: 7th September 2020		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 6%	
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>- High quality PE lessons delivered during curriculum time.</p> <p>- Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, pupil reward and recognition of pupils).</p> <p>- School staff better equipped/ more confident to teach PE in school.</p> <p>- Monitoring use of schemes and whole school PE coverage.</p> <p>- Retain Schools Games Mark Award</p>		<p>- As a school we contribute funding to sustain the Delta School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Comprehensive CPD programme • PE Conference • Sport competitions/events <p>- SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC.</p> <p>- Provide CPD opportunities for all staff.</p> <p>- Continue to develop and use whole school plans and assessment.</p> <p>- Sports Ambassadors and Sports Leaders to run their own club for younger pupils at lunchtimes.</p>		£1,075 resources	<p>- Personal development (physical skills, thinking skills, social skills and personal skills).</p> <p>- Attainment and achievement, behaviour and attendance.</p> <p>- PE physical activity and school sport have a high profile and are celebrated across the life of the school.</p> <p>- SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</p> <p>- Continued progression of all pupils during curriculum PE lessons.</p> <p>- Pupil voice inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE.</p>	<p>- Sustainability and suggested next steps:</p> <p>- To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils’ ability to take responsibility for their learning and delivering of physical activities to the rest of the school.</p> <p>- Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC.</p> <p>- School staff better equipped/more confident to teach PE in school.</p> <p>- Monitoring use of schemes and whole school PE coverage.</p> <p>- Use PE conference to review, evaluate and plan for the next academic year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				50%
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>- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>-High quality lessons for the children, so that even more children can perform at age related expectations, with a particular focus on improving children's fundamental movement skills.</p> <p>- 1:1 lesson observations to monitor staff effectiveness and confidence.</p> <p>- Questionnaires to monitor pupil and staff attitudes towards progression in PE.</p> <p>- Pupil voice to develop the profile of PE.</p>	<p>- Provide opportunities for staff to access CPD opportunities through the School Sport Partnership.</p> <p>-Use specialist coaches and providers (SSP) for staff training to increase the knowledge and confidence of staff in delivering PE.</p> <p>- Purchase quality assured resources to support teachers and support staff.</p> <p>-PE lead used to help upskill teachers through modelling lessons, team teaching, help with planning and observations.</p> <p>-Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.</p>	£9, 313 CPD for staff, sports coaches to run sports clubs	<p>- All teachers able to more plan, teach and assess National Curriculum PE.</p> <p>- Increased staff knowledge and understanding.</p> <p>- More confident and competent staff evidenced through feedback and lesson observations.</p> <p>- Enhanced quality of provision.</p> <p>- A more inclusive curriculum which inspires and engages all pupils.</p> <p>- Continued progression of all pupils during curriculum PE lessons.</p> <p>- Questionnaires/interviews inform us that pupils enjoy their PE lessons.</p> <p>- Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.</p>	<p>- Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities.</p> <p>-Subject Leaders to carry out learning walks to monitor the quality of teaching and learning during PE lessons.</p> <p>- Ensure progression is evident across all key stages.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				46%
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"> - Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. - Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport. - Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. 	<ul style="list-style-type: none"> -Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. - Equipment continues to provide opportunities during break and lunchtimes. -Active lunchtimes and playtimes will continue to be encouraged. -Pupil's leadership skills and management skills continue to develop (play leaders). 	£8,650 SSP, sports coaches and CPD	<ul style="list-style-type: none"> - Engaged or re-engaged disaffected pupils. - Increased pupil participation. - Enhanced quality of delivery of activities - Increased staffing capacity and sustainability. - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? 	<ul style="list-style-type: none"> -Upskilled, confident teachers with good subject knowledge delivering lessons each week. Classroom learning. -Positive attitudes to mental health and well-being. -Staff are still enthusiastic to run extra-curricular sports clubs, providing opportunities for children.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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"> - Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. - Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. - Challenge and support developing students. 	<ul style="list-style-type: none"> - Engage with partnership coordinators Owen Denovan. - Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. - Use external coaches to run competitions to increase pupils' participation. - Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. - Regular (termly), intra-house sports competitions for pupils across different sports. 	£1040 Kick starter lessons	<ul style="list-style-type: none"> Pupil voice is extremely important. This is very clear and evident through the confidence of PE teachers. -Participation in competitions (both inter and intra) -School Games: Continue to implement across the whole school. (Passion, Self Belief, Respect, Honesty, Teamwork and Determination). -Pupil concentration, commitment, self-esteem and behaviour enhanced. -Continue to promote a sense of achievement and for all children to be proud to be representing their school. 	<ul style="list-style-type: none"> - To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school. - Record of children attending extended school activities, data analysis. - Continue to attend conference meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. - Further widen opportunities for pupils to take part in competitive sporting events. - Investigate further use of inter house competitions.

Signed off by	
Head Teacher:	Catherine Davenport
Date:	8 th September 2020
Subject Leader:	Miss J. Charlton
Date:	7 th September 2020
Governor:	Mark Rushby
Date:	19 th September 2020