

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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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:
<ul style="list-style-type: none"> We provide lots of opportunities for our children to be physically active out of school hours. We have the following clubs running after school; multi skills, athletics, gymnastics and sports. We also have sports club every morning at breakfast club. During lunch time the following clubs are running; football, multi skills, change for life leaders, netball and basketball. Through top up swimming the percentage of children able to swim 25m has greatly improved. From 39% to 81% We have very active sports leaders who lead clubs at lunch time for key stage 1 children. <p>Covid</p> <p>Since restrictions began we have continued to provide children with many opportunities to keep active, these include:</p> <ul style="list-style-type: none"> Each class having their own box of play equipment Children alternate on different areas of the yard so all classes can access the new trim train, basketball hoops, football nets and the tires. We have continued to take part in online sports events organised by the local authority. 	<ul style="list-style-type: none"> To increase the involvement of participation in competitions (online). To update the REAL PE resources and provide refresher training for staff. To ensure children are active at play times and lunch times through organised activities and the use of equipment.

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: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
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:	Carry over funding allocated:	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?:

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.	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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 – year 6 catch up in summer 2021, if pools are open.

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: £17804		Date Updated: 10.5.21	
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:
Increased confidence and competence to swim 25 metres and develop survival skills in and around water.	Top up swimming sessions.	£800	Greater number of children can swim 25 metres. Children use survival skills in and around water.		Continue as necessary. Year 6 children to train Year 5 children annually.
Increase in numbers of children choosing to take part in physical activities at lunchtimes. Added and adapted for bubbles.	Sports leader led sessions at lunchtime for R, Y1, Y2. Once we are allowed to mix bubbles this will be a group of year 4/5 chn. Class targets – walk to London challenge. Y1 and 4 completed. PE passports – certificates given to chn when they complete a certain number of challenges. Skip into summer – increase participation of activities at lunchtime.		Greater number of children taking part in physical activity.		

	Walk to school – Living streets.			
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:
Celebrate pupil's achievement in interschool competitions and personal sporting pursuits.	Celebration assemblies. Newsletters.		Raise pupils self-esteem and confidence. Raise awareness of pupils sporting pursuits at home.	Maintain.
Raise pupil's awareness of the positive impact of participating in physical activity and celebrate change 4 life pupils achievements.	Notice board.		Raise awareness of benefits of participating in physical activity.	
Increase in numbers of children choosing to take part in physical activities at lunchtimes.	Certificate of attendance at 10 lunchtime sessions – once the sessions are up and running again after Covid.		Increased numbers of children choosing to take part in physical activities at lunchtimes.	Maintain.

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:
High quality teaching and learning in PE.	Purchase updated REAL PE resources. Organise REAL PE refresher training. Online subscription to resources – real PE, real Gym and Real dance. Chrome books to help deliver Jasmine online.	Paid but did not receive training due to OFSTED -19/20 495 +VAT = £594 X2 years 1188 Awaiting quote	Increased confidence and competence in delivering PE for staff members. Increased confidence and competence in performing fundamental movement skills in pupils.	New staff to attend training as necessary.
Improved coordination of PE as a subject area.	Attendance at PE conference. Attendance at Network meetings. Attendance on selected subject leader modules.		Increased confidence and competence of subject leader.	To continue attending meetings.

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	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
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what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Increased participation in a broader range of physical activities and sports.	To employ coaches to deliver breakfast, lunch time and after school clubs.	£7500	Increased participation. Increased confidence and competence to participate in a broad range of physical activities and sports.	Amend programme of activities according to pupil's needs and preferences.
Improve pupil's independence, personal and social skills.	Two day residential to Castle Howard. Visit to Simonside climbing wall. These visits will go ahead if it is safe to do so. Bus to events/swimming top up	£500 750	Increased independence and an improvement in personal and social skills.	Review and amend where necessary.

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:
Increase the number of children taking part in interschool competitions and festivals.	Audit staff. Apply for chosen competitions and festivals. Book transport. Attend.	£1700 £1200 £1000	Increased number of children participating in festivals and competitions. Improved feeling of self-worth in representing the school.	Each year group to select up to 3 opportunities per year.

Signed off by	
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Date:	24.5.21
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Date:	24.5.21
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Date:	24.5.21