

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
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](#).

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>-Increased National Curriculum level swimmers from 38% in 2017-2018 to 60% in 2018-2019 and then a further increase to 65% in 2019-2020, despite the impacts of Covid-19.</p> <p>-Teachers began delivering their own PE lessons, with the support of a SA. This improved staff professional development in this area, as well as offering the children consistency and raising the profile of PE, to that of other subjects. Some Professional Development was unable to take place, due to Covid-19.</p> <p>-Use of planning on the PE passport app and staff beginning to use this to help assess in PE. This again was limited somewhat by lockdown in 2020.</p>	<p>-Competitive elements to sport and PE-Whilst this shall be difficult due to Covid-19 restrictions, we hope to still implement this through competing in Edsential's interactive competitions and through the purchase of activity tracker watches. This shall give the children the opportunities to compete with others and themselves.</p> <p>-Mental wellbeing through PE. Although this was continued through aspects such as Joe Wicks daily workouts, during lockdown in 2020, it is still felt that this was limited due to restrictions and that by the very nature of those restrictions, this should remain a big target. Children have had a difficult year and it is felt that physical activity is an ideal way to support children with this. This will be done through use of the Personal Best Programme (if and when risk assessments permit) and through the encouragement of regular physical activity, both at playtimes and PE lessons. This shall be supported through staffing at break times, allowing children the opportunity to be active and through the purchase of activity tracker watches, to track and encourage staying healthy.</p> <p>-To engage all children in PE lessons. This shall be supported through employment of a Sports Assistant to support teacher led PE lessons and by buying into the new Edsential scheme of work. Ensuring lessons are of a high standard.</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

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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.

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.	64%
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.	72%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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-We would usually, but due to restrictions have been unable to.

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: £19,580 Spent so far- £17,559		Date Updated: 27/02/2021	
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					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Additional lunchtime Provision- Extra staff and provision leading and organising and participating in a range of physical activities.		Additional staff to supervise and engage in a range of activities for each bubble across lunchtime.		£3000 TAs and MDAs	
Employment of Sports Assistant (SA) To enhance the quality of PE for all pupils during timetabled curriculum PE lessons. Increased opportunities for enhanced and enjoyable outdoor activities during after school club		SA will provide additional support, expertise and skills, working alongside the class teacher. The additional support will enable pupils to improve their progress, attainment and confidence within lessons.		£8000	
				Bubbles maintained for H&S due to COVID. Pupils have a wide range of opportunities to engage safely with high level of adult support and guidance. Pupils enjoy the activities and show increased confidence, skill and participation. Smaller groups have enabled pupils to choose different activities which increase engagement and co-operation.	
				Pupils are able to have their needs met due to additional support, advice, expertise and are more willing to participate within activities. Smaller groups are identified for different reasons, E.g., those needing support, more challenge and those who lack confidence.	
				Sustainability and suggested next steps:	
				Continue to monitor engagement by observations, discussion with pupils during playground activities and questionnaires.	
				Ensure that the teacher leads the lesson using the expertise of the Sports Assistant to enhance the quality of the provision, activities and participation of pupils. Ensure that the SA has appropriate training and support from external providers and PE subject leader.	

To encourage children to engage in and improve their fitness and desire to stay active. Including the competitive side of staying healthy and an understanding of why it is important to stay healthy.	Sports activity tracker watches purchased	£2559	Increase in the amount of time children are active and their desire to be engaged in physical activity. Data gained through the watches.	Using the data in future to decide upon healthy activities and for children to continue to challenge themselves, promoting a competitive love of sport.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
To encourage children to engage in and improve their fitness and desire to stay active. Including the competitive side of staying healthy and an understanding of why it is important to stay healthy.	Sports activity tracker watches purchased	See above	Increase in the amount of time children are active and their desire to be engaged in physical activity. Data gained through the watches.	Using the data in future to decide upon healthy activities and for children to continue to challenge themselves, promoting a competitive love of sport.
Ensure that the SA has the training, support, skills and time to make a significant contribution to the PE, sports and well-being provision across the whole school.	Training, including course fees and Edsential SLA. Non-contact time for SA and PE subject leader to work together to ensure high quality provision and to evaluate the school offer, including pupil data.	£4000	Provision meets the dynamic needs of all pupils. PE and sports curriculum is fully compliant, evaluated and of the highest quality. Pupil progress and attainment is recorded, analysed and used to improve outcomes.	Timetables, including PE lessons, Non-contact time, planning, lesson observations, training and courses are planned and reviewed regularly.

Employment of Sports Assistant (SA) To enhance the quality of PE for all pupils during timetabled curriculum PE lessons. Increased opportunities for enhanced and enjoyable outdoor activities during after school club	SA will provide additional support, expertise and skills, working alongside the class teacher. The additional support will enable pupils to improve their progress, attainment and confidence within lessons.	See Above	Pupils are able to have their needs met due to additional support, advice, expertise and are more willing to participate within activities. Smaller groups are identified for different reasons, E.g., those needing support, more challenge and those who lack confidence.	Ensure that the teacher leads the lesson using the expertise of the Sports Assistant to enhance the quality of the provision, activities and participation of pupils. Ensure that the SA has appropriate training and support from external providers and PE subject leader.
To encourage children to engage in and improve their fitness and desire to stay activity. Including the competitive side of staying healthy and an understanding of why it is important to stay healthy.	Sports activity tracker watches purchased	See Above	Increase in the amount of time children are active and their desire to be engaged in physical activity. Data gained through the watches.	Using the data in future to decide upon healthy activities and for children to continue to challenge themselves, promoting a competitive love of sport.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
Improved staff confidence and competence to teach in targeted areas of PE Curriculum	PE Curriculum CPD delivered by PE Specialists to support school staff	Part of Edsential fees	Feedback and monitoring through Edsential	To seek further staff training
To ensure subject leader is able to implement and support PE across the school	Subject Leader Support	Part of Edsential fees	Through the overall impact of PE in school, including its effectiveness and engagement.	To continue to use the skills to maintain a high standard of PE in future years

Employment of Sports Assistant (SA) To enhance the quality of PE for all pupils during timetabled curriculum PE lessons. Increased opportunities for enhanced and enjoyable outdoor activities during after school club	SA will provide additional support, expertise and skills, working alongside the class teacher. The additional support will enable pupils to improve their progress, attainment and confidence within lessons.	See Above	Pupils are able to have their needs met due to additional support, advice, expertise and are more willing to participate within activities. Smaller groups are identified for different reasons, E.g., those needing support, more challenge and those who lack confidence.	Ensure that the teacher leads the lesson using the expertise of the Sports Assistant to enhance the quality of the provision, activities and participation of pupils. Ensure that the SA has appropriate training and support from external providers and PE subject leader.
Engaging lessons, for all ability children, through confident delivery by staff.	Through purchasing Edsential's new scheme of work, which is used online, including full break downs of lessons and useful video lessons, to instil staff confidence.	Part of Edsential Fees	Children engaged in lessons and clear progress in their development and skills-ongoing due to restrictions.	Continued delivery of consistently good lessons, across the school, as well as an understanding of assessing children.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
To allow the opportunity for some of the children still not meeting National Curriculum standards, through the regular lessons provided by school, to engage further through swimming and develop their skills	Extra Swimming for non-swimmers	Postponed due to Pandemic	An increase in children meeting National Curriculum standards, in both Year 5 and Year 6	Continued, due to strong impact. Staff to receive training in delivering swimming sessions.
To provide children with the opportunities to participate in sports they would not usually have access to and to provide children with the opportunities to participate in competitive sport	Funding available for outside agencies and staff within school to run extra-curricular clubs and activities	Postponed due to Pandemic	Not yet delivered, due to Covid-19	To be reviewed, due to circumstances involving Covid-19

Increasing mental wellbeing and resilience through sports.	The Personal Best Programme	Part of Edsential Fees	Awaiting-due to Covid-19 restrictions	An improved resilience amongst children. Implement the learning across the wider school.
Key indicator 5: Increased participation in competitive sport				
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:
To provide children with the opportunities to participate in sports they would not usually have access to and to provide children with the opportunities to participate in competitive sport	Funding available for outside agencies and staff within school to run extra-curricular clubs and activities	Postponed due to Pandemic	Ongoing, due to Covid-19	Continued
To encourage children to engage in and improve their fitness and desire to stay activity. Including the competitive side of staying healthy and an understanding of why it is important to stay healthy.	Sports activity tracker watches purchased	See Above	Increase in the amount of time children are active and their desire to be engaged in physical activity. Data gained through the watches. It offers the children the opportunity to compete with themselves and others.	Using data to improve their own performance and how active they are. To compete against other classes.
To compete against other schools.	Although competing physically against other schools is not possible due to restrictions, we are aiming to compete interactively against other schools in sporting tasks.	Part of Edsential Fees	Children having the desire to compete and improve their own physical fitness.	To continue with this and begin to compete face to face once restrictions permit.

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