

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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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>Intra house competitions happening regularly giving all children the opportunity to apply the skills they have learnt in a competitive game situation which allows them to also improve their crucial team work skills.</p> <p>Provided opportunity for children of all age groups to regularly participate in extra-curricular activities with a qualified sports coach.</p> <p>Virtual inter competitions with CSET planned during the year.</p>	<p>Purchase IPEP planning and assessment tool.</p> <p>Improve data gathering and analysis of sports take up so that developing planning is more tightly focused.</p> <p>Purchase updated equipment so the children have quality equipment to use.</p> <p>Update the Early Years outdoor area and resources to allow children to be more active in everyday learning and play.</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

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:
				£0
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.	Unable to assess due to COVID %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Unable to assess due to COVID %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unable to assess due to COVID %
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: £17,734	Date Updated: 22.02.21	
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:
Promote the importance of healthy living by increasing children's activity levels.	Children to increase activity levels at break and lunch times by building a high quality climbing frame.	£2,331	Children more engaged and motivated to participate in physical activity at break and lunchtimes on a regular basis. All children on a rota so everyone has a chance to access.	To set up year 6 monitors to facilitate a range of physical activities to engage all pupils at lunch times.
	Progressive Sport to run lunch time clubs 4 days a week to increase activity levels in all children.	Part of Progressive Sports partnership £8800	Children participating in lunchtime clubs and games.	To identify children to take part in lunchtime clubs.
	Set up a new Change 4 Life club		To improve children's knowledge and understanding on how to live a healthy lifestyle as well as raising activity levels in a non-competitive environment.	Continue to promote healthy living by running additional Change 4 Life clubs.
	Within lessons, offer 2 hours of PE		PE timetable created to facilitate	Continue timetable and

To extend opportunities to all children to engage in extracurricular activities	per class per week.	After school sports clubs to be led by Progressive Sports coach 4 days a week.	Part of the Progressive Sports Partnership £8800	all children having access to 2 hours of high quality PE a week.	monitoring of PE sessions
To develop the Early Years outdoor area to allow children more opportunity to engage in activities that will support their physical development and be active.			£1160.50	Due to Covid 19 and bubble sizes, children have had access to a weekly club in alternate terms when the school has been fully open. Children will have a larger more purposeful space for physical development that will allow them a wider range of opportunities to jump, climb and explore.	Monitor the attendance of children in after school clubs and identify groups of children to take part. Monitor the planned use and liaise with the EY leader to plan resources to enhance to physical development of children.
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:
Increase the amount of children involved in extracurricular activities which includes pupil premium children.	Offer all children a chance to participate in an extracurricular activity at least once a week.		Part of the Progressive Sports partnership £8800	Levels of child participation in extracurricular activities remains high. Due to Covid 19 and bubble sizes, children have had access to a weekly club in alternate terms when the school has been fully open.	Continue to invest in high quality partnerships to aid whole school opportunity and participation levels. When possible, reintroduce the opportunity for competitions to continue a high level of participation.
Embed iPEP into the school curriculum enabling all children to progress in the fundamental skills.	Plan a staff meeting to introduce all staff to iPEP. Staff to start using iPEP to ensure there is progression throughout the		£450	Children have taken part in progressive PE lessons that build on the key fundamental skills.	Ensure the PE curriculum is reordered to ensure all skills are covered post Covid 19.

Notice board in school which celebrate successes, encourage children to take part and advertise school clubs.	school. Display photographs from PE lessons and celebrate success from clubs. Sports Personality of the term announced in Praise assembly.	-	Children's photographs displayed on the notice board. Children announced in Praise Assembly and celebrated for their sporting success.	Update the photographs on the board throughout the year to continue celebrating success.
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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:
Develop the curricular provision for PE by implementing iPEP.	<p>A clear curriculum map is in place to ensure staff are confident in teaching across the PE curriculum.</p> <p>A progression of activities and skills is evident throughout the years.</p> <p>Hold a staff meeting to show staff how to use the planned units to teach a sequence of progressive lessons using iPEP.</p>	£450	<p>Staff have used iPEP to plan a sequence of lessons.</p> <p>Coaches have worked closely with staff to ensure curriculum map is followed providing children with a rich and exciting PE curriculum.</p>	<p>Continue to build on the resource bank.</p> <p>Monitor the impact of iPEP.</p>
Develop assessment tool and use to identify more able.	Staff training on how to use iPEP assessment tool.	Part of iPEP curriculum	Photographs and comments on iPEP.	Continue assessing and providing evidence for every child. Monitor the assessment of children. Recognise focus groups for interventions.
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:

Additional achievements:				
Children have good quality equipment in order to participate in a range of new and exciting sports.	Check the current curriculum map and address any sports children have not had access to due to not having the appropriate equipment. Investigate purchase of new equipment.	£1123.50	Equipment being used appropriately. Children have a wide access to a range of new sports.	Introduce a wider variety of extra-curricular clubs. Keep monitoring the PE equipment to keep it up to date.
Series of lessons by cricket coaches to encourage extra-curricular activities and virtual assembly.	Book sessions for Chance to Shine cricket for year 3 & 4.	£0	Children will experience a series of cricket sessions. Whole school will take part in a virtual assembly.	Book sessions for Chance to Shine cricket.
Progressive Sport and UWE unique Sports Programme for Year 6	Arrange sessions through Progressive Sports.	£800	Children will have the opportunity to experience a range of unique sports run by UWE and Progressive Sport.	Introduce sports to other year groups.
Series of specialist PE sessions with CSET sports coaches	Book sessions run by CSET to allow children to have the opportunity to take part in a range of sports.	Part of the CSET partnership £3069	Children will take part in sessions run by the sports coaches from CSET.	Monitor the range of sports children have taken part in throughout the year.
Series of lessons/ after-school netball sessions.	Book sessions run by a qualified netball coach.	£0	Covid 19	Book sessions run by a qualified netball coach.

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:
Develop involvement of the school community in our schools sporting activities.	Children to participate in CSET competitions.	Part of the CSET partnership	Covid 19	Relaunch CSET competitions when it is safe to do so. Plan clubs to run alongside competitions to encourage participation.
CSET virtual competitions.	Deputy to organise an orienteering star trail to encourage activity levels during lockdown.	£3069	Map created and photographs from children walking. Featured in two local newspapers.	
Extra-curricular activities from Progressive linked to CSET competitions.	Children to participate in CSET competitions.		Covid School Closure	Monitor children who attend the clubs and target groups of children not attending.
Sports Awards Evening	Extra-curricular activities planned around the CSET competition timetable.	Part of Progressive Sport Partnership	Children have taken part in extra-curricular activities ran by the Sport's Coach.	
	Plan awards evening	£4400	Promotes sporting achievements throughout the year. Credits teams and individuals for their participation. Encouraged participation for the following year. Covid 19	Invite a sporting role model to help present awards at future award ceremonies.

Intra-house competitions	Book sports coaches to run Infant Agility and KS2 intra-house competitions.	Part of the CSET partnership £3069		
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	