

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

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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](#).

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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>Pupil voice reflects that PE and fitness are thoroughly enjoyed activities across the school.</p> <p>Inclusivity: The vast majority of pupils are participating in the Daily Mile and competitively too.</p> <p>Rising popularity of the Games Club here at school with increasing numbers.</p> <p>We continue to offer a wide range of sports clubs in and outside the curriculum for all children and to ensure that (with the membership of DSSN) the school participates in local tournaments and activities.</p>	<p>Increase the amount of active learning in classrooms.</p> <p>Enter more B teams into competitions.</p> <p>Increase the amount of CPD for staff – particularly in active learning.</p> <p>Club for less active children.</p> <p>Improve assessment for impact of clubs.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: £19560		Date Updated: September 2020	
<p>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</p>				<p>Percentage of total allocation: 3% = Imoves (£594) 5% = Teach Active (£975) 13% = DSSN membership (£2543) 66% = sports coach (£12,910) 3% Sports week (£600) 3% Equipment (£600) 5% Sports coach (£1000) Current Underspend £338 (Sep 2020)</p>	
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?:
All children in the school getting 30 minutes of physical activity everyday within school time through cross curricular approaches.		PE leader to purchase Teach Active and provide staff training on active learning.		£975	
To increase the amount of physical activity in the classroom environment, in particular in classes and lessons where the children can typically be sedentary.		Staff to attend online or face to face CPD provided by the DSSN on Teach Active.			
Less active children attending an		Sports coach to provide clubs for		£12,910	

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extra-curricular sports club.	KS1 and KS2. The play leaders to run a club aimed at less active children identified (when safe to do so).			
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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:
Embed celebrations of pupils leading healthy lifestyles.	Continue to develop a whole school approach to rewarding pupils for their sporting achievements (celebration assembly/tree). Lunchtime sports leaders (when safe to do so). Build on school values to improve school ethos and moral development.	N/A		
Cross curricular lessons delivered with PE and other subjects – maths and English.	Train staff on how to use Teach Active and Imoves to ensure children are less sedentary in lessons.	£594 See key indicator 1.		
To promote sports and PE through assemblies run by professionals who have succeeded through the sports pathway and through reward	PE lead to celebrate sporting achievements both in school and outside of school with the whole school community.	N/A		

<p>assemblies where PE and school sport is celebrated as a whole school.</p>	<p>Arrange for speakers or use appropriate online assemblies to promote sport and PE.</p>			
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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:
All staff confident in teaching the schemes of work.	Staff voice. Staff to be offered training from DSSN. PE lead to model how I moves and Teach Active works.			
Children to receive high quality PE and sports lessons.	I moves scheme of work purchased and staff given training during an inset. Staff to observe sports coach teaching once a half term. Purchase sufficient equipment so children behave well during lessons.	See key indicator 1. See key indicator 1. Approx 3% £600		
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	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:

consolidate through practice:				
Additional achievements:	Sports week activities booked using pupil voice.	Approx 3% £600		
Range of extra curricular activities increased and includes those requested by the children (basketball/golf).	Sports coach employed to run a club – identify using pupil voice.	Approx 5% £1000		
Extra curricular activities and competitions that include those for SEND that responds to their needs and wants.	Subject leader and sports coach to communicate with pupils regularly. Subject leader to speak to children identified who are not doing extra curricular activities and ask why/what sport they want to do.			

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 percentage of children representing the school in competitive sport. Enter more B team competitions. Pupils to recognise the wide benefits of competitive sport and consider it an important part of development.	Promote competitive opportunities for all pupils across the school in both intra and inter competitions. Continue to develop a whole school approach to rewarding pupils for their sporting achievements (celebration assembly/tree). Use of newsletter to acknowledge achievements – parents to email the school.	Sports coach See key indicator 1.		

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

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