

# 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](http://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 **31<sup>st</sup> 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>Pupils accessed a range of sports through taster sessions.</p> <p>Sports' Ambassadors attended 'Bronze Ambassador/ training.</p> <p>Anomaly Board/Activalls have been popular at playtimes.</p> <p>Pupils have attended external clubs that have provided them with access to quality coaching.</p>	<p>Develop range of games played at lunchtimes and train staff to organise these games.</p> <p>keep training for purchased equipment up-to-date.</p>

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 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £8,688.08</b>	<b>Date Updated: July 2021</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
1. Engagement of all pupils in regular physical activity (30 minutes per day).				£8,688.08
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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? <b>N.B.</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.	58%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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: £17,771.67		Date Updated: July 2021	
<p><b>Key indicator 1:</b> 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: 31%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>For pupils to play cooperatively and develop coordination and gross motor skills.</p> <p>Increase participation in playground activities in light of restrictions through the pandemic and parent reports that pupils have been less active.</p> <p>Reduce behaviour incidents at lunchtimes.</p>	<p>Get Active lunchtime enrichment activities.</p> <p>Online sporting challenges throughout lockdown (SHSSN membership).</p> <p>Support to deliver national agenda (e.g. Change 4 Life, School Sports Organising Crews, School Games Awards) (SHSSN membership).</p> <p>Purchase equipment to enrich playtime bubbles.</p> <p>Purchase sit on and ride scooters, balance boards and free standing Basketball trainer units.</p> <p>Purchase two Table Tennis Tables and equipment for KS2 playground.</p> <p>Ensure playground equipment is fit for purpose and in working order.</p>	<p>£1,100</p> <p>£792 (SHSSN membership)</p> <p>£1,404.10</p> <p>£956.74</p> <p>£1,353.49</p> <p>£1,884.94</p>	<p>Monitoring Pupils engaged in purposeful play at break and lunchtimes.</p> <p>Pupil voice show increased enjoyment at break times and increased feelings of being safe during these periods of the day.</p> <p>Lunchtime Red cards at 30% for 2020-21. Reduced from 44% in 2019-20 and 87% in 2018-19.</p>	<p>Get Active lunchtime sessions to be continued.</p> <p>Invest in training external for SMSAs, particularly to support KS2 pupils as this is an identified area of need.</p> <p>Audit resources to ensure pupils are able to continue with activities at break times.</p> <p>Continue to monitor behaviour related incidents at lunchtimes – aim to reduce below 20%.</p>	

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	Purchase storage units for playground equipment.	£587.65 Total spend: £8,078.92		
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 3%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 teamwork and leadership skills and develop confidence working with a range of people.	Bronze Ambassador Conference online. Sports' Ambassadors implement challenge activities within their bubble. Purchase Living Streets Travel Tracker.	£792 (SHSSN membership)  £67 Total spend: £859	Sports' Ambassadors developed confidence and skills working within a team.  Pupils enjoyed challenge activities set. Due to working in bubbles, Sports' Ambassadors were not able to develop their skills across the whole school.	Appoint new Sports' Ambassadors and provide opportunities for them to work in the wider school once Covid restrictions allow for this.  Consider sustainability of Sports' Ambassadors by create some kind of succession planning.  Appoint a member of staff to oversee the activities of the Sports' Ambassadors.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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>For pupils to play cooperatively and develop coordination and gross motor skills.</p> <p>Increase participation in playground activities in light of restrictions through the pandemic and parent reports that pupils have been less active.</p> <p>Reduce behaviour incidents at lunchtimes.</p>	<p>Staff attendance at taster sessions.</p> <p>Get Active lunchtime enrichment activities used to train and support SMSAs at lunchtime.</p>	<p>£792 (SHSSN membership)</p> <p>Total spend: £792</p>	<p>Monitoring Pupils engaged in purposeful play at break and lunchtimes.</p> <p>Pupil voice show increased enjoyment at break times and increased feelings of being safe during these periods of the day.</p> <p>Lunchtime Red cards at 30% for 2020-21. Reduced from 44% in 2019-20 and 87% in 2018-19.</p> <p>Reduced number of taster sessions due to impact of Covid-19.</p>	<p>Get Active lunchtime sessions to be continued.</p> <p>Invest in training external for SMSAs, particularly to support KS2 pupils as this is an identified area of need.</p> <p>Ensure pupils have access to greater range of taster sessions throughout the year.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
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>Pupils and parents to be aware of the variety of sports available within the local community.</p>	<p>Taster Sessions for different sports as organised by SHSSN.</p>	<p>£792 (SHSSN membership)</p> <p>Total spend: £792</p>	<p>Impact of Covid-19 meant that Taster sessions were not offered in this year.</p>	<p>Ensure full complement of Taster Sessions is accessed in 2021-22.</p> <p>Reintroduce links with previously run clubs and groups.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
Pupils develop the ability to play fairly and accept success and defeat graciously.	SHSSN inter-school competition program.  Y2 and 4 festivals.	£792 (SHSSN membership)  Total spend: £792	Due to impact of Covid-19, inter-school sporting competitions were not accessed.	Ensure access to inter-school competition in 2021-22.

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