

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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:

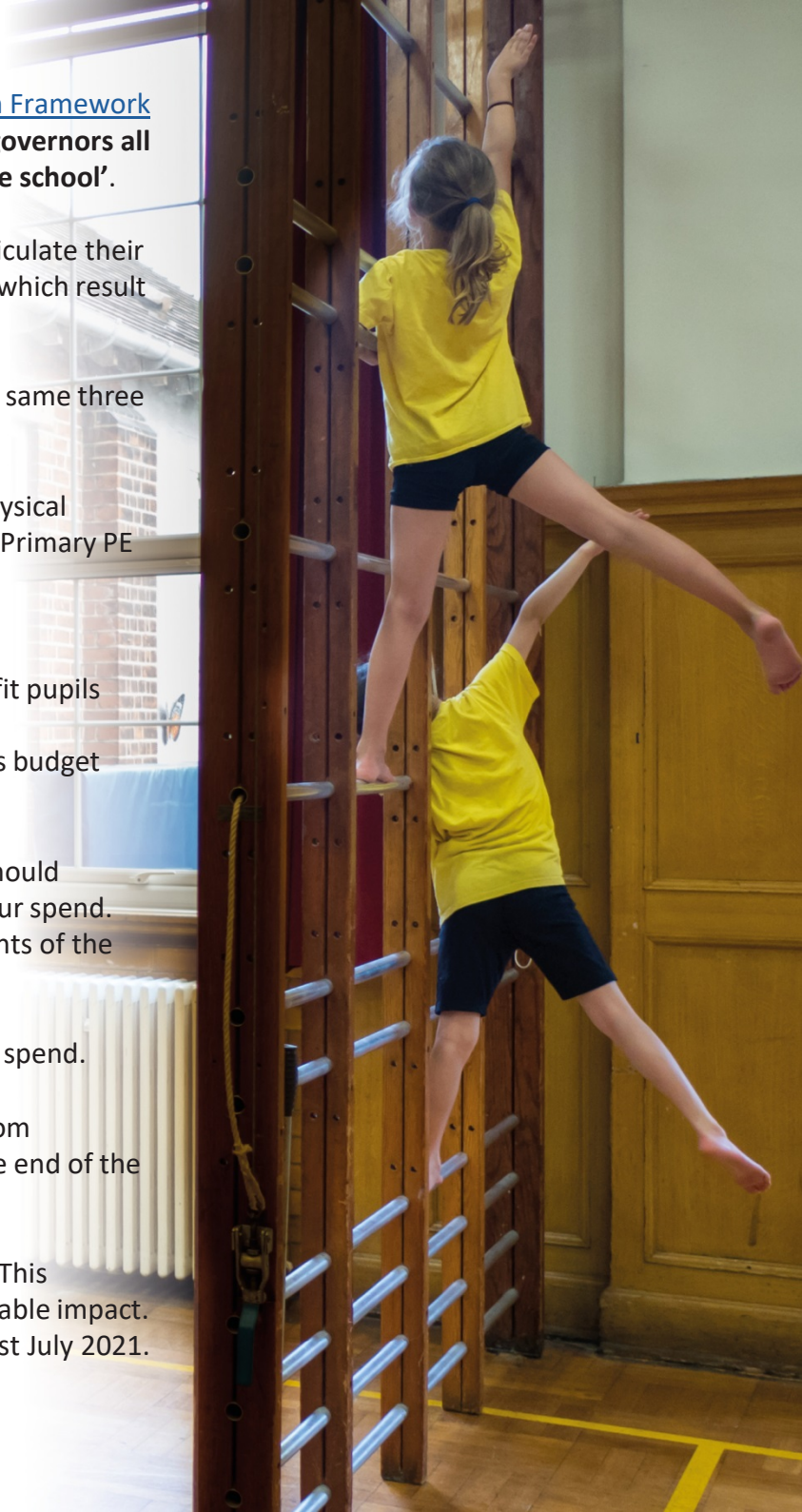
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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 2021:	Areas for further improvement and baseline evidence of need:
<p>Sports Week was able to run as planned</p> <p>Took part in an inter-schools football competition</p> <p>House football competition was run</p> <p>Range of sports taking place at lunchtime run by our Sports Coaches</p> <p>Expert coaching by Dellar sports coaches of gifted and talented children</p>	<p>Swimming was not able to take place and has been booked for next year.</p> <p>More involvement in inter-school competitions</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020**     £.0.....

**+ Total amount for this academic year 2020/2021**     £....17740..

**= Total to be spent by 31st July 2021**                     £.....17,000 approx.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2021.</p> <p>Please see note above.</p>	88%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	67%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	67%
<p>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?</p>	Yes/ <b>No</b>

## 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: £	Date Updated:		
<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				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:
Audits to take place checking that there is a sufficient amount of equipment enabling children to participate in ball games at lunchtimes, and different sports to be taught	Purchases of missing and damaged equipment to ensure enough to practise skills and play games	£500	PE curriculum running as planned Netball club	Making sure that all equipment is utilised- new tennis equipment/badminton
<b>Key indicator 2:</b> 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:
To run a sports week with affiliated activities	Sports week was run  Additional activities were held across the week	£500	Rugby and cricket taster sessions enthused the children	Planning several PE emphases across the calendar year
Some gifted and talented coaching to	Sports Coach took hourly sessions	£1500	Children more proficient	Gifted and Talented coaching next year to be linked to inter-

take place	each week with children from Years 2-6			school tournaments so that teams are better prepared and talent can be identified earlier
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	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:
For TAs to be involved more fully in PE lessons	TAs have been included in KS1 PE lessons	£10000	Less confident pupils have been encouraged to have a go and have taken part in more activities; likewise less confident staff; better staff:pupil ratio has meant that it has been easier to challenge all abilities sufficiently- TAs took part in Joe Wickes workouts and Yoga during lockdown period, children were more likely to join in with all staff participating	TAs in KS2 lessons to be involved in PE lessons; need more training for all staff

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	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:

<p>Additional achievements:</p> <p>To start to build a more mixed programme of activities on offer at lunchtimes to pupils in summer term; and mixed range of clubs</p> <p>Children taking part in inter-school competitions</p> <p>Children taking part in in-house competitions</p>	<p>Cricket was offered as a taster session in sports week, as was rugby</p> <p>A more diverse range of sports has been offered at lunchtime such as basketball and rounders</p> <p>Teacher released to take team to take part in football tournament for day</p> <p>Inter-school House football competition arranged for Year 5/6</p> <p><b>Bikeability course held for Years 5 and 6 (usually just Year 5)</b></p>	<p>£4000</p> <p>£360</p>	<p>Basketball has been very popular and up to 75% of Years 3-6 have been involved in playing this at lunchtime; likewise the rounders club was popular as well</p> <p>Children enjoyed taking part in competitions and were able to be praised for positive behaviour</p> <p>Cups presented for team skills and sportsmanship for inter-House football competition</p> <p>48 children passed Level 2 Cycling Proficiency</p>	<p>Objective needs to be continued with next term</p>
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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:
To build sportsmanship and team skills through in-house competitions and involvement in inter-school competitions	Teams compete in inter-school competitions  In-house football competition run for Yr 5/6	£500	Team did very well, and children were able to be praised for excellent behaviour and team skills  PE lead planned and coordinated these which were referred by Dellar Sports Coach	This needs to be maintained and broadened in terms of sports we have involvement in- we hope to be involved in more competition as Covid restrictions are lifted

Signed off by	
Head Teacher:	R. Loader
Date:	16.7.21.
Subject Leader:	S.Bareham
Date:	16.7.21.
Governor:	G.Lovejoy
Date:	