

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](https://www.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 **31st 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 2020:	Areas for further improvement and baseline evidence of need:
Virtual Sports Week, despite lockdown restraints. Wellbeing time continued successfully.	Provision for lunch time – more equipment to encourage sports involvement. Targeting exercise and wellbeing for all, after Covid-19 crisis. Inclusion of all children. Building a whole school ethos of sports enjoyment, involvement, and competition, after Covid-19. 202-2021 Unspent Budget £6277.96 -: Catch up swimming lessons for children who missed out during Covid-19 lockdowns. Wellbeing techniques included – access to yoga/meditation videos. After school clubs and equipment for increasing involvement in sports. OPAL playground initiative, supported by Sport England, to improve lunch time activities.

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

YES

Total amount carried forward from 2019/2020	£3529.25
+ Total amount for this academic year 2020/2021	£19,560
= Total to be spent by 31st July 2021	£23,089.25

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 which you can transfer to the pool when school swimming restarts. 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.	
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 2021. Please see note above.	50%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96.7%
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

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: £23,089.25		Date Updated: 07.07.21	
Key indicator 1: The engagement of all 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:
					33.26%
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?:
The engagement of children who are less active during their lunch hour and providing a wide variety of after-school clubs.		Coaches to promote their daily activities.		£7680	Children have a higher level of excitement and appreciation for sports throughout school. More children taking part in lunchtime activity.
					Continuation of lunch time coaches. Coaches to now incorporate house matches to increase the participation levels of all groups.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				32.74%
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:
Updating equipment available to children during their lesson times. Allows children to have a wider range of sports available to them. The use of a TLR to PE Leader, to promote an ethos of sport, well-being and competition.	Equipment to be audited and see where there are gaps in our provision. Audit of teacher's confidence in teaching dance, helping to promote well-being. Development of Sports Council, Play Leaders, entering competitions and after-school clubs.	£7560.39	From an audit of what we currently have, and Sports Council suggestions, we bought more equipment which the children found most necessary. Developing the dance curriculum to appeal to a wider range of children. Sports Council set-up and developing, allowing a pupil voice to sports. Play Leaders trained.	Use the equipment during lunch times, competitions and after school clubs to promote PESSPA further. Focus on competitions, allowing more non-curriculum practise. Well-being techniques set up through yoga teaching.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2.27%
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 all teachers to feel confident in their PE knowledge and in teaching the skills needed for each sport.	We have signed up to a CPD provider, where staff can watch videos and access lesson plans to help build their confidence in teaching PE and making their lessons impactful and successful.	£525	An increase in confidence and knowledge in the staff will lead to a greater understanding of PE skills in each year group. Each child will have access to the highest quality teaching.	Staff to complete questionnaires to identify their improvement in their lessons. Pupil questionnaires to see if they see a difference in their own knowledge and skills.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0.80%
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: Updating equipment available to children during their lesson times. Allows children to have a wider range of sports available to them.	Archery sets purchased allowing children to experience an alternative sports day option.	£185.94	Children love taking part in archery and it was the most popular choice of sport for sports day. During lockdown children often requested archery as their PE session.	When purchasing equipment, think about which new sports can be introduced.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.72%
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:
Developing a space where competitive sports can be held for intra and inter school competitions.	A court has been placed to allow competitions to be held at our school in the future.	£859.96	Pupils are excited at the prospect of using the court in competitions. Pupils now have a greater understanding of how important the rules are in sports, as the court makes this very clear.	Due to Covid-19 restrictions and our school risk assessments, we have not been able to take part in inter-school competitions. When competitions can take place, we will make sure we continue with our previous high participation rate.

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