

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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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>PE and sport has a high profile position within the life of the school. It supports behaviour management and is seen as a great opportunity for a wide range of pupils to shine. Participation in extra-curricular clubs is high (although these have been curtailed since the March 2020 lockdown. The school has achieved the Gold School Games Mark and Silver YST Mark recently (the renewal of these awards has been disrupted due to COVID-19).</p> <p>Alongside a structured approach to PE curriculum delivery, we actively encourage pupils to try out new sports, develop their own approach to fitness and provide platforms for competition with other schools (gifted and talented as well as development teams).</p> <p>During the lockdown, the school continued to support PE and fitness through a range of virtual lessons and competitions.</p>	<p>The disruption of COVID-19 means that the main priority of the school during the next academic year is to re-establish the wide variety of sporting opportunities, within the confines of ongoing restrictions.</p> <p>Pupils have also returned to school appearing slightly less fit and active, following the lockdown.</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:
				£
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 2021.	%
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: £18, 160		Date Updated: July 2021	
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: 47%
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:	
Re-establish high level of participation in physical activity across school. Refresh understanding of fundamental movement skills and improve pupil physical fitness.	FMS sessions in Infants to allow for intensive development work with skilled TA. Active lunch sessions in Junior classes. Increased resources in Infants for Huff and Puff. Repairs to Trim Trails as required. Training of Junior sports leaders to support Infant pupils.	£7000 (PE TA hours) £750 (resources) £750 (maintenance)	<i>This has been challenged by the continuing COVID situation which has made it harder to move staff to support this work (particularly at dinnertimes). Hopefully there will be an opportunity to improve this towards the end of the summer term.</i>	Once COVID allows further movement: <ul style="list-style-type: none"> • Consistent FMS lessons in Infants from PE TA • Refresh resources available for dinnertime PE 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 17%
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>Raise the profile of PE and Sport, keeping it at the forefront of priorities for staff.</p> <p>Review of bike provision to encourage families and staff to cycle where possible (and safe to do so).</p>	<p>Provide staff with appropriate clothing for PE (Moss Side jumper) if they require.</p> <p>Ensure that specialist support is available to staff wherever possible.</p> <p>New bike store</p>	<p>£250 (Staff clothing)</p> <p>£500 (PE TA hours)</p> <p>£2460 (Bike storage)</p>	<p><i>Those staff who wished to have support (or clothing) were provided for.</i></p>	<p><i>Likely to be an area that needs to continue to be re-established next year as the curriculum delivery returns to normal.</i></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
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:
Support staff in areas with less training and/or staff confidence due to lack of experience.	Rugby sessions to support CPD and pupil development Year 5 Modelling of Infant FMS by PE TA	£175 (Tag Rugby) £2500 (PE TA hours)	<i>Rugby sessions were curtailed following a COVID outbreak and the FMS delivery from PE TA for the same reason (outbreaks Aut 2, closure during Spr 1 and 2, outbreak in Sum 2)</i>	<i>Likely to be an area that needs to continue to be re-established next year.</i>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
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:
Re-establish a wide variety of sporting opportunities for pupils.	Extra-curricular rugby PE TA running extra-curricular as well as staff volunteers	£1000 (PE TA hours) £450 (KS1, LKS2 and Inclusion events) £175 (Rugby)	<i>This has been challenged by the continuing COVID situation which led to a large amount of cancellations.</i>	<i>Likely to be an area that needs to continue to be re-established next year.</i>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
Re-establish high level of participation in competitive sport.	Take part in virtual events – such as football competition Take part in physical events once situation allows for this to happen	£ 1150 (SRSP membership) £ 1000 (PE TA hours)	<i>This has been challenged by the continuing COVID situation and the disbanding of SRSP as a consequence. Hopefully there will be an opportunity to improve this towards the end of the summer term.</i>	<i>Likely to be an area that needs to continue to be re-established next year.</i>

Signed off by	
Head Teacher:	Andrew Wright
Date:	12.07.2021
Subject Leader:	Andrew Wright
Date:	12.07.2021