

# 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](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 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](#).

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:
CPD training for class teachers giving them confidence to teach a variety of skills whilst also differentiating and assessing progress. Greater development of skills through high quality teaching. Pupils engaging in other physical activities such as outdoor learning which enhanced their creative skills and improved their well-being.	Increase the CPD for all teaching staff in a range of physical activities. PE leads to receive PE leadership CPD (as they will be new to the role). Children to take part in competitive sports (Sports Day). Upgrade resources and equipment for break and lunch times.

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.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £22209.01</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on? 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				Total Carry Over Funding: £
<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 2021.	% Covid – 19 School Closures
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% Covid – 19 School Closures
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% Covid – 19 School Closures
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?	Yes/No Covid – 19 School Closures

## 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:
All children to receive at least 30 minutes activity per day in addition to PE lessons.	Break and lunch time activities Outdoor activities, including equipment and floor markings, used during break and lunch times.	NA	Regular physical activity. Play leaders and lunchtime supervisors have all received training.	Equipment to be monitored, safety checked and supervised by all staff. New equipment to be ordered when required.
Children to develop agility, balance, coordination and fine/gross motor skills by using the Trim Trail.	Trim Trail Timetable created to allow all children to use the Trim Trail. All staff, including lunchtime supervisors, aware of how to use equipment safely and the importance of daily exercise. Use of the Trim Trail has increased post Lockdown.	NA	Children receive more opportunities to develop a range of skills and build strength.	All children and staff know how to use equipment safely and correctly (modelled when needed). Risk assessment shared with all staff and children. Equipment monitored and safety checked regularly.
Allow for more opportunities for daily exercise outside PE lessons.	Daily Mile All classes to take part in daily mile, walking around the perimeter of the playgrounds/grasses area.	NA	Supports the reduction of obesity and improves body composition. Pupils physical development and fine/gross motor skills improved.	To be continued throughout the year.



High quality PE lessons to be delivered weekly in all classes.	PE lessons PE Hub planning and assessment tool used by all staff. Whole school overview created for broad and balanced PE curriculum. Specialist coaches deliver high quality lessons.		Children develop an enjoyment for PE and are able to demonstrate commitment and desire to improve and a willing to participate in a range of physical activities. Children develop a knowledge and understanding of how to be safe and secure and to lead a healthy and active lifestyle, both independently and through teamwork and cooperation.	PE planning and teaching is enhanced to meet the ability of all children. Skills are consistently being developed throughout each unit.
<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:
				%
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:
Raise the profile of positive mental health post lockdown with physical activity.	Trim Trail Extra sessions on Trim Trail (outside of break times). Daily Mile All classes to take part in the daily mile.	NA	All children take part in non-competitive activities support pupils' health and well-being.	Sessions to be continued throughout the year.
Cross-curricular links with physical activity, SMSC and Science.	Session focusing on the importance of healthy lifestyles and exercise linked to well-being. Pupil voice completed to give pupils opportunities to share thoughts around physical activity and well-being.	NA	All children to develop an increased awareness of the need to live a healthy lifestyle and a holistic approach to well-being.	Sessions to be continued throughout the year.

National School Sports Week to take place in the Summer term across the whole school.	All children to take part in a range of physical activities.	NA	All children to take part in competitive sports.	Review and evaluate when complete to inform future Sports Weeks. Conduct a pupil voice to gain understanding of which events/activities will be done.
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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 teaching staff to receive CPD through specialist coaches to deliver high quality lessons.	Staff to receive opportunities to team teach with specialist coaches.	Handball £?? (an amount from £2500 KESSP) Dance £939 Gymnastics £280	Pupils receive high quality lessons from teachers who are confident to support them in developing their physical abilities.	All teachers and children to receive a different specialist coach which will be different each year to enable the to broaden their CPD.
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 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: Bike-Ability	Children in Reception to develop coordination, balance and gross motor skills using bikes.	£480	Children can ride a bike confidently.	Children will be encouraged to practise at home and even ride their bikes to school.
Gardening	Children in Year 3 and SEND children in Year 4 to take part in gardening sessions planned for to promote well-being through physical activity.	£??	Children to take part in non-competitive physical activity.	Plan projects at key points of the year.

Yoga	Pupils with SEND (Year 4) develop posture, flexibility, balance, strength and coordination skills.	NA	Improve their general well-being and manage emotions.	Ongoing. SENCO to deliver sessions. Possibility to increase number of participants.
Birmingham Ballet Dance Track	Workshops and auditions where children learn ballet skills and have opportunity to join the ballet team.	£145 per workshop (X4) £580 total cost	Children learn about flexibility, posture and coordination.	Yearly programme. If successful, pupils will take part in ballet classes outside school.

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:
Children to have the opportunity to compete against children from their year group.	Sports Day to arranged during National Sports Week for all children to take part.	NA	Children experience the opportunity to participate in competitive sport. Children develop important life skills such as confidence, team work, determination and a passion for sport.	PE leads to meet and discuss best ways of planning and delivering sports days.
Across the week, PE leads to organise a range of sports activities/skills for children to take part in.	National Sports Week (21.06.21)	NA	Children will have a high impact week involving a range of skills and will develop a deeper understanding of the importance of competing in sport.	PE leads to meet and discuss best ways of planning and delivering activities during NSW and which year groups will taking part in each activity.
A range of competitions arranged for children to compete in with partnership schools.	KESSP Partnerships (Virtual and physical).	NA	Children experience the opportunity to participate in competitive sport. Children develop important life skills such as confidence, team work, passion and determination. Children will compete in a new environment against other individuals.	Children to develop skills across the year and continue to take part in competitions.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	A. Rekha, N. Montaque and H. English
Date:	
Governor:	
Date:	