

# 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](#) 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:
<ul style="list-style-type: none"> <li>• We improved swimming outcomes of children in years two and three by starting their lessons at a younger age.</li> <li>• We have maintained our gold Sports Mark award.</li> <li>• We have encouraged and supported PE during lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve the platinum school games mark award by involving children in decisions, creating a sports council.</li> <li>• We will offer after-school clubs for the pupils who are gifted and talented at sports to encourage competitive sports.</li> <li>• New playground markings and sensory circuit equipment will support the needs of the children on the SEN register as well as social, emotional and mental health needs of all children.</li> <li>• Provide every child the opportunity to model skills for other children. We aim for children to become leaders during lessons, supporting the PE coach with refereeing. Sports leaders will work in pairs to lead and activities in year 5.</li> </ul>

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

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: £4612.40</b>		<b>Date Updated: 2.11.20</b>			
What Key indicator(s) are you going to focus on?					Total Carry Over Funding: £4100		
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>				
<p><i>Your school focus should be clear how you want to impact on your pupils.</i></p> <p><b>We want to engage the children in activity at break times. We aim to get full participation from the children so that they enjoy and know the importance of challenge and their personal best.</b></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p> <p><b>We have purchased thermoplastic markings to fill the KS1/2 and EYFS playgrounds, including cross-curricular themes so that teachers can incorporate active afternoon lessons such as a map of the continents, caterpillar 1-10 numbers, frog phonics, MFL hopscotch as well as a three-pitch court, daily mile route, fitness tag team trail and fitness activity spots.</b></p>		<p><i>Carry over funding allocated:</i></p> <p><b>Breakdown of costs:</b></p> <p>Golden mile track £380 Hopscotch £800 Court markings £875 Action stations £450 Frog £560 Caterpillar £145 Continents map £800</p> <p><b>Total: £4100</b></p>		<p><i>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?</i></p> <p><b>The children were included in the decision making of which activities they would like on the playground. Pupil voice has shown that the markings are very popular, increasing overall participation in daily exercise. More children will also get to have their say in choosing further playground equipment as it has been so successful and giving them a sense of pride and autonomy.</b></p>		<p><i>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</i></p> <p><b>PE Lead to ensure that the markings for daily mile are being used daily and teachers utilise the markings for active topic lessons. PE coach to organise the sports leaders who will lead, monitor and track the participation of children at play and lunchtimes.</b></p>

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.	<b>48%</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<b>11%</b>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<b>100%</b>
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?	<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: £17,740		Date Updated: 16.06.21	
<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>					Percentage of total allocation:
					32%
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><b>We aim to take advantage of opportunities throughout the school day for children to participate in PE. Children have the chance to start and end their day with activity.</b></p> <p>Children will run for 15 minutes each day to build stamina and endurance as well as resilience.</p> <p>In year 5, I will train up the sports leaders and our PE Coach will help to support them at lunchtimes and monitor their progress.</p> <p>Whilst the children are not all inclusive and restricted to just their bubbles, maintaining social distance, we aim to focus on challenges for personal best rather than team achievements.</p>	<p><b>We will supplement salary costs for the coaches at breakfast club and afterschool club till 4:15. Sports Coach AD will engage children in PE during wrap around.</b></p> <p>As the P.E. Lead, I will set up the Daily Mile Destinations for years 1-6 to incentivise them to improve their personal best. I will create a display board within the school to engage the children and will give out rewards for participation and personal best score improvements.</p> <p>We will put up an activity board to set weekly/ daily challenges for the children. I will identify those who live out the six values of the Games Mark.</p>		<p><b>PE Coach £5000</b></p> <p>Mini playground leaders kit £149</p> <p>Sports Leader badges £14.10</p> <p>Sports Leader Bibs £24.95</p> <p>Sports Leader Caps £16.99</p> <p>Activity Board £495</p> <p>3in1 target nets Breakfast Club £20</p> <p><b>Total: £5,720.04</b></p>	<p><b>Children understand the effort required to run long distance and understand how the body works. They are completing more laps, in faster times and feeling the positive benefits of this.</b></p> <p><b>Sports leaders feel proud to have such an important role and gain better interpersonal skills. Their confidence has increased and as role models, they encourage their peers at times more effectively than adults.</b></p> <p><b>Children are aware of and better understand the six values and can identify those in others and themselves.</b></p>	<p><b>Teachers need to identify those who require more activity and encourage them in after-school clubs, incentivise and encourage them during the daily mile and always be a role-model for a healthy lifestyle.</b></p>

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<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:
				2%
<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:
<p><b>We will have a bank of resources for each year group of knowledge-based learning so that children can meet the National Curriculum standards for P.E., in spite of adverse weather.</b></p> <p><b>Our P.E. coach will provide sensory circuit sessions tailored to meet individually identified children's needs. It will support their mental, emotional and physical health.</b></p>	<p><b>If PE cannot be undertaken outside or in the hall (Covid restrictions) children are to be taught lessons which centre around a chosen sport and they will create lesson plans to achieve higher-level thinking as they use their knowledge to set out the learning for their peers.</b></p> <p><b>Teachers will identify the children who require this intervention and our P.E. coach receive in-house training so that he may deliver effective sessions. The impact will be reviewed by teachers after each half term.</b></p>	<p><b>Breakdown of costs:</b></p> <p>Sensory ball pool £39.95 balls £70 Peanut ball £46.95 2x Giant Spinning tops £89.95 Floor tiles £121.95 Dance ribbon £16 EYFS Parachute £8.99 <b>Total: £393.79</b></p>	<p><b>Children are now engaging in knowledge-based learning in P.E. and are achieving specific discrete objectives.</b></p> <p><b>Our teaching staff have discussed the impact and it was overwhelmingly clear that sensory circuits is an effective intervention. It has helped to improve small and gross motor skills and reinvigorate the children with a quick 10 minute session so that they may return to class feeling more engaged therefore increasing classroom activity. Furthermore, it has helped them to keep up with their peers by building up their self-confidence.</b></p>	<p><b>Update the website to showcase the children's achievements in sports within and outside of school.</b></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36%
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><b>We have dedicated members of staff, creating a sports coaching team to deliver and support PE lessons, encourage activity throughout school day, engage children in competitions and lead extra-curricular activities.</b></p> <p>Develop the role of the PE subject leader and ensure she is equipped to support other staff to confidently deliver an inspiring, enriching curriculum.</p> <p><b>We will equip our children with the knowledge they need to understand themselves and their needs.</b></p>	<p><b>Employed EA (previous sports apprentice) as an assistant sports coach to lead break and lunchtime active sessions.</b></p> <p>PE Lead will attend any free virtual training courses she can.</p> <p><b>We will purchase the TPC therapy pack and all staff will take the training modules to be trauma-aware and to lead in a therapeutic environment. The classrooms will be made therapeutic and teachers will deliver the lessons weekly.</b></p>	<p><b>PE Assistant: £2500</b></p> <p><b>PSHE Health and Wellbeing Curriculum: £3900</b></p>	<p><b>Children are confident to seek support and challenges from a known member of staff who has built up good relationships with them.</b></p> <p><b>The children have an age-appropriate knowledge of their brain and their emotions. They can identify their own needs and self-regulate to improve their wellbeing. Moreover, they can recognise this in others too.</b></p>	<p><b>Change4Life club to target specific children, such as PP.</b></p> <p><b>Look at the level 5/6 qualification for PE Lead.</b></p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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>We aim to encourage a broader range of experience in sport for the children in our care by continuing to develop the children's involvement in local sport.</p> <p>Year 5 will be offered a cycling proficiency course.</p>	<p>PE Lead will contact local clubs via email and request flyers for the UKS2 toilets notice board as well as summer taster session letters which will be distributed via school.</p> <p>With funding provided by the government, I found a provider and 14 students took part (the costs are minimal).</p>	<p>Bikeability £70</p>	<p>10 children passed the cycling proficiency course and are now safer on the roads.</p>	<p>Advertise local clubs on school website.</p> <p>Offer the course again next year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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><b>Children will participate in virtual half-termly events and intra-house competitions will be amended to accommodate the Covid guidelines.</b></p> <p><b>After an audit of the PE equipment, we identified the equipment that were in short supply.</b></p>	<p><b>As the P.E. Lead, I will map out the sequencing of teaching the curriculum, organise intra-house events and enter inter-house competitions via NELSSP.</b></p> <p><b>I liaised with the headteacher and we ordered the necessary sports equipment in order to improve the children's P.E. lessons and their chances of improving competitiveness when it comes to intra-house competition.</b></p>	<p><b>£1650 SLA</b></p> <p><b>Breakdown of equipment costs:</b></p> <p><b>12x pack rugby balls £89.95</b></p> <p><b>Tennis balls £69.95</b></p> <p><b>Rainbow balls £33.98</b></p> <p><b>Netballs £89.95</b></p> <p><b>Basket balls £89.95</b></p> <p><b>Racket and bat kit £76.48</b></p> <p><b>Class dance kit £132</b></p> <p><b>Dodgeballs £50</b></p> <p><b>Javelins £30</b></p> <p><b>PE Mats x4 £179.80</b></p> <p><b>Total: £842.06</b></p>	<p><b>Children have accessed virtual competitions and won participation awards. One of our children entered the PE writing competition and received a certificate.</b></p>	<p><b>More children to take part in events off site so as to improve their confidence. Plan events in advance with PE team in the Advent term.</b></p>

Signed off by

Head Teacher:	<b>Emily McCullagh</b>
Date:	<b>16.06.21</b>
Subject Leader:	<b>Chloe Fuller</b>
Date:	<b>16.06.21</b>
Governor:	<b>Donna Green</b>
Date:	<b>16.06.21</b>