

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



Created by:



YOUTH
SPORT
TRUST

Supported 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

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:
<ul style="list-style-type: none">● Completed staff audit● Wider range of clubs offered to target less active children● Built daily mile track ready for key plan on children's return to school● Provided opportunity for a virtual sports day during Covid restrictions.	<ul style="list-style-type: none">● Launch and implement the daily mile● Implement a year 6 top-up intensive course in preparation for Bewl Water● Review staff audit and provide CPD where needed● Implement effective PE pupil progress monitoring (PE passport)● Implement more specialised PE coaching● Increase participation in both inter and intra-school competitions

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

YES/NO * Delete as applicable

NO

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	
N/A	N/A	N/A	N/A	N/A

<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.</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>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.</p>	74%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	74%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	91%
<p>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?</p>	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: £	Date Updated:		
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:
				%
Intent	Implementation		Impact	
Regular physical activity will contribute to pupils' overall health and wellbeing. This will have a positive impact on their concentration and health.	Increased supply of equipment for break and lunchtimes	Funding allocated: £350	Children are more active and engaged in physical activity during break time as the range of activities has increased.	Increase the range of activities further and survey children to see what they would like.
Implementation and commitment to the daily mile for all year groups to increase activity and promote health and well-being across the school.	Implement daily mile programme	£0	Children are certainly more active, a survey has shown that they enjoy the daily mile for both their physical and mental health. Teachers have reported that this intervention helps focus in the classroom.	Ensure that the programme is committed to by every class as an ongoing thing.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Sport can be used as a vehicle for whole school improvement by engaging children across the curriculum. The values of sport can have a positive influence on behaviour and attainment.	Implemented a pupil progress monitoring software for teachers to easily track children across all aspects of PE.	Funding allocated: £3000	Purchased during T6 - impact to be monitored in next academic year.	Ensure staff are trained effectively in how to use the software to its full benefit.

<p>Sport can be used as a vehicle for whole school improvement by engaging children across the curriculum. The values of sport can have a positive influence on behaviour and attainment.</p>	<p>Develop gross motor skills in EYFS to prepare children for PE lessons in KS1.</p>	<p>£1500</p>	<p>Children's gross motor skills have improved - this is shown through improved writing, despite lockdown periods.</p>	<p>Encourage all children to use the equipment in the EYFS setting - not just those who would be naturally interested.</p>
---	--	--------------	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
By increasing confidence, knowledge and skills of all staff in teaching PE and sport pupils will make excellent progress	Utilising expert sports coaches and providing training through observing and discussing these professionally delivered PE sessions.	£0	The standard of teaching and enthusiasm for PE lessons from the pupils has risen (as evidenced in the pupil survey from the autumn term).	Continue to deliver high quality lessons and ensure all new staff are observing these professionally delivered PE lessons.
Ensure that staff have the tools and skills that they need to teach positive PE lessons.	Implementation of PE Passport (contains plans as well as assessment tool)	£3000	PE Passport purchased in T6 - impact to be assessed in next academic year.	Receive training from PE passport about who to make the most of it and how to cover the PE planning.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Children need more exposure to a broader range of sports. Sports that can offer them increased physical activity, as well as social interaction in the future.	We now have 2 regular specialist PE coaches within the school who are coaching the children weekly.	£10,000	Improved enjoyment and engagement of PE across all classes (as evidenced in the pupil survey from the autumn term).	Ensure that the PE programme being followed is varied across the year and encourages children to extend their learning outside of PE lessons.

--	--	--	--	--

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:
When Covid restrictions reside we will provide opportunities for children to take part in competitive sport within multi-school tournaments and sport organisations.	When Covid restrictions subside we will provide opportunities for children to take part in competitive sport within multi-school tournaments and sport organisations. We are involved with local organisations already.	£0	TBC	

Signed off by	
Head Teacher:	Sara Williamson
Date:	08/09/21
Subject Leader:	Sarah Burton
Date:	07/09/21
Governor:	Hilary Honeysett
Date:	10/09/21