

# 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 2021:	Areas for further improvement and baseline evidence of need:
<p>Percentage of children in afterschool sports clubs            20 children at girls football            20 children at boys            20 children at KS1 multi-sports            30 children are KS2 multit-sports            40 children attending Karate            40 children attend dance            Total 170 51%</p> <ul style="list-style-type: none"> <li>• Increased participation and success in competitive sports (pre Covid)</li> <li>• Wider range of sports are now available for children to participate in – after school and PE lessons – multi sports, gymnastics, dance etc</li> <li>• Increased confidence and knowledge of staff in teaching high quality PE lessons, measured through staff questionnaires.</li> <li>• Play Leaders have helped to structure playtimes.</li> <li>• In school events have been a success and have helped to raise the profile of PE across the school.               <ul style="list-style-type: none"> <li>• Implementing the Daily Mile across the school from FS to KS 2</li> <li>• Greater focus on movement- through outdoor play, healthy minds</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Re- implementation of intra-school competitions, thus making PE high profile amongst children.</li> <li>• Implementation of structured playtimes that are enriching for all children – looking at introducing OPAL to promote physical engagement and social cohesions</li> <li>• Assessment- developing portfolio of PE learning and outcomes across school</li> </ul>

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: £</b>	<b>Date Updated:</b>	
What Key indicator(s) are you going to focus on: <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school			<b>Total Carry Over Funding:</b> £
Intent	Implementation	Impact	Sustainability
<ul style="list-style-type: none"> <li>All children to participate in 3 hours physical activity per week – 3 hours of physical activity (including PE and outdoor learning minimum).</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all staff are planning 3 hours minimum OL and PE per week.</li> <li>Change timetables in afternoon to offer more fluid approach .</li> <li>Ensure playground equipment allows children to consolidate skills introduced in PE lessons.</li> <li>Ensure a range of after school clubs are available to all year groups in different key stages.</li> <li>Re-establish play leaders to encourage participation in physical activity</li> <li>Appointment of PE coach</li> </ul>	<ul style="list-style-type: none"> <li>An average of 9 after school clubs booked in per term across the year. – use of sports coach and apprentice</li> <li>Play leaders training was booked</li> <li>Sport apprentice helped to manage playtimes and lunchtimes encouraging children to participate in physical activity.</li> <li>PE coach organised games for different groups of children thus building their confidence through praise</li> </ul>	<ul style="list-style-type: none"> <li>To investigate ability to appoint A sport apprentice for 2021/22 to ensure consistency of playtime / lunchtime approach.</li> <li>Continue to renew sports partnership with PE sports network at Bacon’s college</li> <li>Sport to be celebrated internally (on celebration board / virtual assemblies) to raise the profile of school sport and</li> </ul>

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.	Pre Covid
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.	% 65
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%68
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 24
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/ <b>No</b> Covid



## 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:	
<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:
					%
Intent	Implementation		Impact	25%	
Your school focus should be clear what you want the pupils to know and be able to do and about	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:	
<ul style="list-style-type: none"> <li>All children to participate in 3 hours physical activity per week – 3 hours of physical activity (including PE and outdoor learning minimum).</li> </ul>	<ul style="list-style-type: none"> <li>Promote healthy eating with posters around the school.</li> <li>Work with PSHE lead to discuss strategies of how we can create a healthier school.</li> <li>Sign up to a school initiative to get all children involved in a physical activity</li> <li>Have a support staff member lead structured activities during KS1/2 playtime to have children who are not very active involved in a range of activities</li> <li>Ensure all staff are planning 3 hours minimum OL and PE per week (check timetables.)</li> <li>Physical Pursuits week</li> <li>Healthy minds day</li> <li>Ensure playground equipment allows children to consolidate skills introduced in PE lessons</li> </ul>	£5000	<ul style="list-style-type: none"> <li>An average of 9 after school clubs booked in per term across the year. – use of sports coach and apprentice</li> <li>Play leaders training was booked – but postponed due to Covid</li> <li>Sport apprentice helped to manage playtimes and lunchtimes encouraging children to participate in physical activity.</li> <li>PE coach organised games for different groups of children thus building their confidence through praise</li> </ul>	<ul style="list-style-type: none"> <li>To investigate how the timetable can be permanently changed o ensure that the 3 hours of movement can be meet</li> <li>To look at how we can instal OPAL and renew play leaders training</li> </ul>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%50
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:
<ul style="list-style-type: none"> <li>Increased awareness and levels of fitness in pupils</li> <li>Children to talk positively about Physical education and sports in school</li> </ul>	<ul style="list-style-type: none"> <li>Get school involved in a sports initiative to encourage all children and parents to see the importance of daily physical activity e.g The Daily Mile, Outdoor Pursuits week and Healthy minds day</li> <li>Expose children to a range of sports so that less able children want to participate too</li> <li>Use PE board to challenge students – termly fitness challenge – and to praise children.</li> <li>Newsletter and twitter used to promote outdoor learning and sports and PE</li> <li>Have a PE star of the term?</li> <li>In lockdown/remote learning have a fitness challenge of the week using teachers to promote and encourage</li> </ul>	£9000	<ul style="list-style-type: none"> <li>Sports board was put up in the sports hall and was kept up to date by the Sport Apprentice.</li> <li>Healthy Minds Day was a success. Children and parents alike enjoyed the activities that were put together and celebrated throughout the day.</li> <li>Staff commitment to extra curricular clubs as well as parents and pupils has improved the uptake</li> </ul>	<ul style="list-style-type: none"> <li>PE subject Leader to support new staff in school with planning for delivery of physical education.</li> <li>Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% 50
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:
<ul style="list-style-type: none"> <li>To improve the confidence of the teaching staff into delivering a consistent, engaging physical education provision.</li> </ul>	<ul style="list-style-type: none"> <li>Subject Leader to send a questionnaire/audit to teaching staff requesting their strengths and weaknesses when delivering high quality PE lessons.</li> <li>Coaches will work alongside class teachers to improve their knowledge and confidence in delivering high quality sessions.</li> <li>Subject lead to keep staff aware of curriculum changes etc during staff meetings.</li> </ul>	£10,000	<ul style="list-style-type: none"> <li>Improvement in the quality of teaching</li> <li>Leader to team plan with those who require support for delivering different areas</li> <li>Coaches have team taught with some CT and they respond that they are more confident in teaching different elements</li> <li>Children spoke with enthusiasm about their PE lessons, stating they were engaging and fun (pupil interviews March 2020) of PE.</li> </ul>	<ul style="list-style-type: none"> <li>PE subject Leader to support new staff in school with planning for delivery of physical education.</li> <li>Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment.</li> <li>PE subject Leader to identify any staff who need further support and to provide appropriate professional learning.</li> <li>PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.</li> </ul>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%25
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:
<ul style="list-style-type: none"> <li>Additional achievements: Raise profile of gymnastics and dance in school</li> <li>To ensure all children have access to a range of sports and activities – particularly utilizing our outdoor area</li> <li>Improve the percentage of children taking part in extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Offer a dance and gymnastics club</li> <li>Curriculum map – make sure all gym sessions and dance are on map and monitor if these are being followed</li> <li>Utilise sports partnerships where available to offer children unique experiences</li> <li>Get involved in young community action – liaise with local schools and where older students can coach students new sports</li> </ul>	<ul style="list-style-type: none"> <li>£5000</li> </ul>	<ul style="list-style-type: none"> <li>Alternative Sports Clubs have been offered to pupils – Squash, Dance, Dodgeball. Pupil interviews suggest children have enjoyed these activities.</li> <li>Children participate in outdoor learning across all year groups and key stages.</li> <li>A range of different outdoor and adventurous activities have been incorporated into lessons across the curriculum, which the children thoroughly enjoy.</li> </ul>	<ul style="list-style-type: none"> <li>Clubs such as Dance and Gymnastics to become established year in year out.</li> <li>Teaching staff to be encouraged to be inventive with their choice of clubs giving children a wide range of different activities to choose from.</li> </ul>

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:
<ul style="list-style-type: none"> <li>To increase the amount of competitive opportunities for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>To join the Schools Sports Partnership.</li> <li>Enter competitions linked to subject skills for a range of different year groups.</li> <li>Encourage and implement Intra Sport competition within year groups.</li> </ul>	<ul style="list-style-type: none"> <li>£2500</li> </ul>	<ul style="list-style-type: none"> <li>80 children from Years 4-6 represented the school in some kind of sporting competition in 2019-20.</li> <li>Change for life festival entered giving less confident children the opportunity to take part in competitive sport.</li> <li>On average, 38% of all pupils took part in extra curricular - activities in 2019/20</li> </ul>	<ul style="list-style-type: none"> <li>Introduce intra school competitions between year group classes.</li> <li>Continue to enter similar competitions in the future so that children can build on previous experiences</li> </ul>

Signed off by	
Head Teacher:	
Date:	April 2021
Subject Leader:	Keziah Persuad
Date:	14/4/2021
Governor:	Anthem Schools Trust
Date:	14/4/2021