

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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](#).



## Details with regard to funding

Please complete the table below.

|   |             |
|---|-------------|
| Total amount carried over from 2019/20  | £7041       |
| Total amount allocated for 2020/21  | £25,651.00  |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £4,476.10   |
| Total amount allocated for 2021/22  | £ 18,800    |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 23,276.10 |

## Swimming Data

Please report on your Swimming Data below.

|  |        |
|--|--------|
| <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 which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></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 2020.</p> <p>Please see note above</p>   | %      |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>  | %      |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | %      |
| <p>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?</p>   | Yes/No |

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## 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: The engagement of all 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</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: |
| <p><b><u>Sports Coach/Specialist to provide skills/competition at lunch time and after school</u></b></p> <ul style="list-style-type: none"> <li>• All children will have the opportunity to take part in lunch time sports</li> <li>• Aids towards increasing pupil participation in competitive sport</li> <li>• Contributes towards the engagement of all pupils in regular physical activity</li> <li>• Children will spend their lunch time being physically active</li> <li>• Provides a broad experience of a range of sports and activities</li> <li>• Increases pupil motivation</li> <li>• Raises standard of pupil performance</li> <li>• Raises the profile of PE across the School</li> </ul> <p>Also fits in Key Indicator 2</p> <p><b><u>OPAL in place and lunch time leaders encouraged to engage the children in this scheme</u></b></p> | <p>Sports / specialist coach to provide skills and competition at lunchtime and after school clubs</p> <p>Regular discussions over implementation of lunch time and after school club activities – SH and CD</p> <p>Regular discussions with coach about how the clubs are going – CD and SH</p> <p>Children to be asked for input into clubs they would like to have provided – through school council</p> | £13,000               |  |  |
|   | Class teachers to identify pupils who may need support with sport / those not accessing sport / lack self-esteem  |                       |  |  |

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| <p>•The less active children are engaged in activities that they enjoy and are being encouraged to be physically active</p> <p>•Identified groups of children are being provided for</p> <p><b>Also fits in Key Indicators 2, 4 &amp; 5</b></p> <p><b><u>Purchase equipment for PE, sports clubs lunch time activities and Sports Day</u></b></p> <ul style="list-style-type: none"> <li>•Enables staff to deliver a more precise lesson with the aid of resources</li> <li>•Creates calmer lunchtimes with fewer arguments or fights</li> <li>•Increases pupil participation in activities</li> <li>•Increases interest in sport and a healthy lifestyle</li> <li>•Motivates children to perform better during Sports Day</li> <li>•Prepares children for their daily learning</li> <li>•Contributes towards the engagement of all pupils in regular physical activity</li> <li>•Provides a broad experience of a range of sports and activities</li> </ul> <p><b>Also fits in Key Indicator 4</b></p> <p><b><u>Maintenance and replacement of equipment</u></b></p> <ul style="list-style-type: none"> <li>•Ensures equipment is safe to use</li> <li>•Reduced risk of accidents/injuries</li> <li>•Sustains lifespan of equipment</li> </ul> <p><b><u>Each class to ensure they have 10 mins of either active or mindful sessions</u></b></p> | <p>(SH to request this info)</p> <p>SH and CD to talk to meet with AH first Monday of every term to ensure lunchtime leaders know which children to identify</p> <p>Regular checks of the PE cupboard to check for wear and tear and replacements needed. (CD and SH to do this when organising termly kit)</p> <p>Regular checks with the staff to ask for any equipment needed (actioned through memo once a term)</p> <p>Regular checks of the PE cupboard to check for wear and tear and replacements needed. (CD and SH to do this when organising termly kit)</p> <p>Encourage daily mile</p> <p>Use resources sourced for COVID PE</p> | <p>£4000</p> |  |  |
|--|---|--------------|--|--|

|   |   |   |   |   |
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| <p><b>every day (PE included)</b></p> <ul style="list-style-type: none"> <li>•Raising importance of mindfulness</li> <li>•Raising profile of PE across school</li> <li>•Raise importance of being active and having improved mental well being</li> </ul>   | <p>and refresh for use now</p> <p>Brain gym strategies</p>  |   |   |   |
| <p><b>Travel Tracker Implemented Across the School</b></p> <ul style="list-style-type: none"> <li>•Daily input of travel to school – promoting active travel</li> </ul>   | <p>Badges are given to children that regularly travel to school by foot, bike or scooter</p>  |   |   |   |
| <p><b>CD to run weekly club</b></p> <ul style="list-style-type: none"> <li>•PP children and children not engaged/confident with PE selected by CD and CT's</li> </ul>   | <p>CD to plan and run club</p> <p>Term 2/3 – year 3&amp;4</p> <p>Term 4/5 – year 5&amp;6</p> <p>Term 6 – year 1&amp;2</p>   |   |   |   |
| <p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>  |   |   |   | <p>Percentage of total allocation:</p>          |
|   |   |   |   | <p>%</p>  |
| <p><b>Intent</b></p>  | <p><b>Implementation</b></p>  |   | <p><b>Impact</b></p>  |   |
| <p>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:</p> <p><b>Sports board is used to raise profile of PE, School Sport and active lifestyles across the school, community and on a global scale</b></p> <ul style="list-style-type: none"> <li>• To raise aspirations of pupils</li> <li>• Pupils and staff are aware of the benefits of exercise, sport and competition</li> <li>• All pupils and staff to engage positively with sport and celebrate the benefits of participation</li> </ul> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>Celebrate sporting success in Golden assembly / newsletter / on sports board.</p> <p>To have a sports personality of the week (nominated by sports coach / lunchtime leaders)</p> <p>Sports board mounted, back, sharing sporting success in / out school</p> <p>Staff to share their successes/ competition calendar shared to children/ sign-up sheet for competitions</p> | <p>Funding allocated:</p> <p>£100 – trophies and certificates</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |

|  |  |                           |  |   |
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| <p><b>Sports Ambassadors selected</b></p> <ul style="list-style-type: none"> <li>•To help other pupils engage with sport</li> <li>•Raise aspirations of pupils</li> <li>•Run game or skill during lunch break</li> <li>•Promote personal challenge using playground markings</li> </ul> <p><b>Gain Sports Mark</b></p> <ul style="list-style-type: none"> <li>•When applications open apply for Sports Mark Award</li> </ul> | <p>Culturally diverse sports personalities to be highlighted on the board from a range of sports</p> <p>Sporting fixtures for school and major global sporting fixtures to be posted</p> <p>Power point given to CT's of 4-6 during class assembly. Children to apply. CD and SH to select</p> <p>Sashes ordered to identify sports ambassadors on the playground</p> <p>Termly catch ups with Sports Ambassadors (SH and CD) Held 12.45 -1 Day TBC – including one new game or skill</p> <p>SH to gather evidence and apply for School Games Mark</p> | <p>£250</p>               |  |   |
| <p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>  |  |                           |  | <p>Percentage of total allocation:</p>          |
|  |  |                           |  | <p>%</p>  |
| <p><b>Intent</b></p> <p>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:</p>  | <p><b>Implementation</b></p> <p>Make sure your actions to achieve are linked to your intentions:</p>   | <p>Funding allocated:</p> | <p><b>Impact</b></p> <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |

|  |  |   |  |  |
|--|--|---|--|--|
| <p><b>Premier Education to work alongside staff and provide planning</b></p> <ul style="list-style-type: none"> <li>• Provides a broad experience of a range of sports and activities</li> <li>• The teachers enhance their own sports skills knowledge and can take this forward with them to future classes</li> <li>• Progress and achievement of all pupils through upskilling staff</li> <li>• High quality teaching and learning. lessons judged as good or better = improved pupil outcomes</li> <li>• AFL is used to accelerate progress of pupils</li> <li>• Planning provides a more consistent approach to teaching PE</li> <li>• Increases pupil motivation</li> <li>• Raises standard of pupil performance</li> </ul> <p>Also fits in Key Indicator 1, 2, 4 &amp; 5</p> | <p>Survey staff and their needs, release time to collate and action plan – CD to survey staff and audit thoughts on planning</p> <p>Sports teacher to work alongside teachers / TA staff</p> <p>Time for leaders to work with coaches</p> <p>Practical staff meeting/inset session (driven by the results of staff survey) lead by sports coach and PE lead</p> <p>Sports team to meet termly</p> <p>Consistent assessment system to be developed and used across the school</p> <p>Peer observations / feedback – CD and SH learning walks</p> <p>EYFS to use Real PE</p> | <p>Included in £13,000</p> <p>£3000</p> |  |  |
|--|--|---|--|--|

**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:   |



|   |  |                            |  |  |
|---|--|----------------------------|--|--|
| <p><b><u>Opportunities for children to experience new sports</u></b></p> <ul style="list-style-type: none"> <li>• Secure links for the children with local clubs and opening up opportunities for them to join more after school clubs</li> <li>• More children confident to get involved</li> <li>• Children to be offered opportunities to compete in a variety of sports</li> </ul> <p>Also fits key indicator 5</p> | <p>SH to reach out to local community groups (BMX, rugby etc) and arrange for sessions</p> <p>Extra curricular group organised for children lacking confidence to try new sports – CD</p> <p>Children to attend sports festivals organised through SGO</p> | <p>Included in £13,000</p> |  |  |
|---|--|----------------------------|--|--|

| 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: |
| <p><b>Pay for competitions</b></p> <ul style="list-style-type: none"> <li>Increases pupil motivation</li> <li>Enhances our inclusive provision</li> <li>Enhances a positive attitude and engagement in and towards competition</li> <li>Raises the profile of PE across the school</li> <li>Allows all pupils to attend competitions</li> </ul> <p>Also fits in Key Indicator 2</p> <p><b>Intra School and Intra Trust competitions</b></p> <ul style="list-style-type: none"> <li>Raises the profile of PE across the School and the trust</li> <li>Allows children opportunities to win fairly and lose gracefully</li> <li>Strengthens links across the trust</li> <li>Development opportunity for teachers</li> </ul> | <p>Identify pupils and compete in SEN competitions. Monitor SEN participation in AS and Lunchtime clubs</p> <p>Sign up for BTC</p> <p>Sports co-ordinator / coach to facilitate intra competitions (yr groups) in term 4, 5 and 6 for all year groups</p> <p>After school club linked to competitive calendar</p> <p>Competitions held through the school day so all children can access</p> <p>Have field marked out in term 5 + 6. Pupils making own competition and involved in greater physical activity</p> <p>Celebration of participation during class assembly</p> | <p>£2,400 – for competitions and transport</p> <p>Included in £13,000</p> <p>£500</p> |  |  |

|                 |  |
|-----------------|--|
| Signed off by   |  |
| Head Teacher:   |  |
| Date:           |  |
| Subject Leader: |  |
| Date:           |  |
| Governor:       |  |
| Date:           |  |