



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 **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:
<p>Breakfast Club and After School club ran up to the point of lockdown in March 2020, providing a variety of sports. 87% Pupils (21 out of 24) accessed at least one of these clubs. Pupil Premium children access Breakfast and After School Club for free, allowing them to engage in sporting activities they might not otherwise have access to. In 2019-20 all children receiving pupil premium accessed at least one of these clubs.</p> <p>A sports coach was hired for the first few weeks of lockdown to run sporting activities with the key worker and vulnerable children still attending school.</p> <p>Children attending school during lockdown were given a variety of physical activities, including Golden mile, Joe Wicks P.E. lessons, Games activities and gardening to support physical and mental wellbeing</p>	<p>Breakfast and After school club to continue as they remain a popular way for our children to access sport. Current restrictions only allow multi-sport based activities. Popular individual sports, such as archery and fencing, will return to the offer once guidelines allow.</p> <p>Continue with Daily Golden Mile. Medals and certificates are awarded to encourage children to increase their output.</p> <p>Opportunities sought for children to engage in multi-school sports once current restrictions allow. This did not occur in 2019-20, therefore we will be actively pursuing this once we are able to.</p>

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

Academic Year: September 2020 to March 2021	Total fund carried over:	Date Updated:		
				Total Carry Over Funding:
Intent	Implementation		Impact	
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? 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.	66% (2 of 3 children)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50% (2 of 4 children)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0% - not yet taught
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?	No – Did not swim in 2019-20 owing to lockdown

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: £16,223		Date Updated: November 2020	
<p>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</p>					Percentage of total allocation:
					18.29%
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 participate in organised daily exercise to improve fitness, physical stamina, wellbeing and be ready to learn	Start every day with the Golden Mile 2xTA's lead Golden Mile (20 mins)		£50 Card and Medals £760	Children increase the amount covered over time. Teachers report children are ready to learn at the start of the day Pupils report positive impacts on their health and wellbeing	This has become daily practice over Term 1. Y6 to be trained to record data. Certificates and medals to be handed out termly
Children with S.N. can access swimming equally with peers	Additional staff to accompany children swimming to ensure accessibility for children with S.N.		£1377	All S.N. children have accessed swimming.	To continue as required
All Year 6 achieve end of Key Stage national curriculum requirements	Y6 swimming sessions		£257	All Y6 children have achieved N.C. requirements	To continue as required
Children with S.N. can access Forest School equally with their peers	S.N. TA to provide forest school support to SN children in weekly sessions over half the year		£523	All SN children have accessed Forest School	To continue as required

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6.44%
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:	Sustainability and suggested next steps:
Children use large and small physical movements and build confidence and strength. Wellbeing is improved through physical activity and structured circle time	TA to support forest school activities to encourage large and small physical play involving risk taking (Early Years sessions weekly throughout the year, Y1-6 sessions weekly over half the year).	£1045	Children experience activity in the forest area including building with natural materials, climbing trees, playing large physical games Pupils can use the opportunity to speak to forest school leader, who is also ELSA, in a non-threatening environment about any worries. They also engage in circle time every session. Pupil voice – pupils can speak positively about their physical experiences in forest school	Forest school well-embedded into school practice. Pupils to make a bigger contribution to activities they would like to experience during Forest School

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:
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				59.17%
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 access additional sporting opportunities before and after school. This will be subsidised for all children and free for children receiving pupil premium	Breakfast and After School clubs are run by an external sports coaching company. Current offer is multi-sports, but will revert back to a range of individual sports once guidelines allow e.g.: archery, fencing	£11,711	Attendance figures show the majority of children access at least one club including 100% children receiving PP	These clubs remain popular and will continue. Next steps: involve the children in choosing the sports they would like on offer once guidelines allow.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.08%
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 engage in inter-school competitive sports	Children engage in inter-school sports once Covid restrictions are lifted – staff to actively seek sporting opportunities for all ages	£500 Travel costs	Children experience participating in sport in larger groups Children enjoy competitive sport, learning new skills and the art of winning and losing	New opportunities need to be found or created with other schools within the academy trust

Signed off by	
Head Teacher:	
Date:	13/11/20
Governor:	
Date:	18/11/20