

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



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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>Reduced percentages due to the COVID-19 Outbreak</p> <p>22 out of 26 Year 6 children have attended at least one sporting event this year (most attended 6 or 7).</p> <p>78% of Y5/6 children attended at least one sporting event.</p> <p>69% of KS2 children attended at least one sporting event.</p> <p>All SEN children attended two sporting events.</p> <p>All teachers observed at 1-2 terms of PE lessons delivered by qualified coaches.</p> <p>Sporting successes: Football Tournament winners; Swimming Gala Winners; Y5/6 Level 1 Gymnastics Winners</p> <p>Introduction of GetSet4PE Scheme of work improving the quality of curriculum PE.</p> <p>Clear Long Term overview of knowledge and skills to be taught.</p>	<p>Further training and inset around Get Set 4 PE Scheme.</p> <p>Increased range of clubs on offer.</p> <p>Target PP children to attend more sports clubs.</p> <p>Replace existing gymnastics equipment with support and guidance from Baskervilles gym (this will include staff training)</p> <p>Implement a swimming catch-up programme for those Year 5/6 children who cannot swim 25m with confidence.</p> <p>The least engage children will be targeted to attend extra-curricular clubs.</p> <p>Make stronger links with local sports clubs.</p>

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.

Academic Year: September 2020 to March 2021		Total fund carried over: £ £3400	Date Updated: Feb 2021	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £3400
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To ensure that the KWVC who are in school are kept active for two hours of high quality curriculum PE.</p> <p>To ensure that the children who are at home learning are given opportunities to be active.</p> <p>To ensure that PE kits and equipment is up-to-date.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>The use of highly skilled curriculum coaches to enhance the offer. Coaches will put an emphasis on fun and fitness to ensure the children's physical well-being supports their emotional well-being.</p> <p>Videos and links which have been shared by the SSP are timetabled into the children's weekly remote learning offer.</p> <p>Audit of current PE store.</p>	<p>Carry over funding allocated:</p> <p>£2000</p> <p>Nil.</p> <p>£1400</p>	<p>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?:</p> <p>The KWVC look forward to these sessions and clearly raise their heart rate. The least engaged children</p> <p>Increased activity levels at home and positive feedback from parents.</p> <p>Children each having their own kit during PE lessons resulting in increased activity.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Upon the return of all children these sessions will continue and teachers will remain in these lessons are part of their on-going CPD. Lessons will be kept inline with the long term plan for PE and may use the GetSet4PE scheme.</p> <p>Whole school challenges.</p> <p>Annual audit.</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? 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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/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 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					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:	
Outdoor Play And Learning (OPAL)	Replace all the wheels on the trikes to promote active playtimes Gym equipment plus inset.	£1500			
Update PE equipment		£2000			
Extra PE sessions for the least active (based on Quadkids and TA) Mark Gunning		£600			
Total		£4000			
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	
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:	

Mark Gunning leading PE lessons with Class Teachers (CPD)		£2000		
GetSet4PE Scheme of Work		£1000		
Total		£3000		

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:
Michelle Rochester dance lessons Clubs subsidy (range of clubs on offer) Extra swimming sessions for Fox (incl. transport)		£1000 £2000 £2000		
Total		£5000		
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:
Michelle Rochester dance lessons Clubs subsidy (range of clubs on offer) Extra swimming sessions for Fox (incl. transport)		£1000 £2000 £2000		
Total		£5000		

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:
GA Subscription SSP Subscription HLTA Taking teams Transport to events Total		£50 £1650 £250 £400 £2350 Total: £17750		

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