

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: |
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| <ul style="list-style-type: none"> • All children from Y1 to Y6 do the fit in fifteen at least three times per week. • Pupil surveys show children enjoy the variety of fit-in-fifteen rather than the single activity of the daily mile. • Active learning part of the monitoring and review cycle. Active learning part of the teaching and learning culture. • Pupil voice showed the children enjoyed the new equipment, particularly the construction equipment in KS1. • Line marking in KS2 enabled the creation of distinct areas of activity on the playground. • Equipment such as basketball hoops enabled a range of ball games to take places. • Brain breaks and chunked learning are used by all classes but utilised to a greater extend when this is appropriate to the class. • Two PE lessons per week. • Active playtimes. • PE assessment after each unit of work and inputting levels once per year. • Resources altered in distribution depending on the units of work being taught. The outdoor shed is used for outdoor PE resources – Autumn invasion games, Winter invasion games, Spring – athletics and Summer striking and fielding games with resources not being used outdoors stored in the cupboard off the hall with gymnastics equipment. • 55% [target 60%] of KS1 children participated in school sporting clubs. • 85% [target 90%] of KS2 children took part in a school sporting club. • 85% [target 90%] of KS2 disadvantaged children took part in a school sporting club. | <ul style="list-style-type: none"> • <i>Fit-in-fifteen to be part of all classes recovery curriculum with two opportunities to engage in this each day.</i> • <i>Pupil voice to be a key driver in shaping the fit-in-fifteen programme with termly surveys used to assess enjoyment [Oct HT, Feb HT and May HT].</i> • <i>To evaluate ways to ensure active learning takes place in Covid-secure ways.</i> • <i>Further extend the opportunities for children to be active in Covid secure ways at playtime and dinner time including year group play equipment.</i> • <i>Broaden the range of sporting clubs based on pupil voice and to include disadvantaged pupils.</i> • <i>To use the PE specialist to plan and assess learning based on gaps from 2019/20.</i> • <i>Resources ordered to support outdoor PE in particular and also fit-in-fifteen.</i> • <i>Consider competitions between class bubbles and in class bubbles in school which can take place in Covid secure ways, particularly focusing on Y3 and Y4 who took part in less competitions than Y5 and Y6 last year.</i> |

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

| | | |
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| Academic Year: September 2020 to March 2021 | Total fund carried over: £7990.16 | Date Updated: 01.09.20, 09.03.21 & 15.06.21 |
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| <p>What Key indicator(s) are you going to focus on?</p> <p>Key indicator 1: 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.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>Total Carry Over Funding:</p> <p>£7990.16</p> |
|---|--|

| Intent | Implementation | | Actual Impact | |
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| <p>Your school focus should be clear how you want to impact on your pupils.</p> <ol style="list-style-type: none"> Children gain fitness through regular physical activity. To audit resources, maintain large equipment and purchase new resources. | <p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> All classes take part in 'fit in fifteen which can happen in winter months. Evaluate this termly with pupil voice. Take part in wider events to continue momentum in this area. Class resource boxes of fit-in fifteen resources. <p>To order resources so that staff have the equipment to teach active PE lessons.</p> | <p>Carry over funding allocated:</p> <p>£4,400 on class resources for fit in 15 and storage of resources.</p> <p>£200 on the annual bench service</p> <p>£3,390.16 on equipment for PE lessons</p> | <p>Evidence of impact:</p> <ul style="list-style-type: none"> All classes take part in 'fit in 15 activities' throughout the year. Children in each class can run/exercise for increasing durations. Class teachers are offering a wider range of activities as a result of having a wider variety of resources. Resources altered in distribution depending on the units of work being taught. The outdoor sheds are used for outdoor PE resources required for current outdoor PE with other resources and indoor PE equipment stored in the inside store. All areas of PE have the resources available so that staff can teach active | <p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <ul style="list-style-type: none"> <i>To provide a range active learning activities during the school day.</i> <i>Provide an environment outside which encourages regular physical activity.</i> <i>To improve the planning, teaching and assessment of PE lessons in school.</i> |

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|--|--|--|-------------|--|
| | | | PE lessons. | |
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| 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. | 85% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 80% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 20% |
| 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: £19,740 | | Date Updated: 01.09.20 & 09.03.21 & 15.06.21 | | |
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| 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: 47% £9300 | |
| Intent | | Implementation | | Expected 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | | |
| <ol style="list-style-type: none"> To provide a range active learning activities during the school day. Provide an environment outside which encourages regular physical activity. | | <ul style="list-style-type: none"> Embed active learning across school in Covid secure ways. Active learning to be part of monthly drop-in review. Internet based resources to support active learning. Further line marking on KS1, Y3/4 playground and the F2 race track. Playground design set in each area to support greater activity and engagement with 2/3 set ups per playground to allowing playing different sports/practising different skills. Purchase new play equipment for each play space. PE coordinator to work with the | | <p>£800</p> <p>£2,500 line markings – Not spent in this year’s allocation. Carried over to next year.</p> <p>£6,000 for play equipment</p> | | <ul style="list-style-type: none"> Active learning part of the monitoring and review cycle. Active learning part of the teaching and learning culture. Pupil voice showed the children enjoyed the new equipment and the range of activities to try. Pupil voice showed the children talked at great length about active playtimes. Playtimes observed showed a range of opportunities to be active. |
| | | | | | <p><i>To organise different play equipment into themed boxes to enable different choices and variety.</i></p> <p><i>To evaluate playground design through pupil voice.</i></p> | |

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| | Jmat PE specialist on playground designs for each play space. | | | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 0% |
| Intent | Implementation | | Expected 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: |
| 1. To use sporting activities to promote engagement in learning. | <ul style="list-style-type: none"> To monitor that each class is fulfilling at least three times per week fit in fifteen. Brain-breaks used when these are appropriate for particular children/classes without disrupting the flow of learning. | £0 | <ul style="list-style-type: none"> Fit-in-fifteen takes place in each class. Brain breaks and chunked learning are used by all classes but utilised to a greater extend when this is appropriate to the class. The climate for learning and engagement in learning was strong in all drop-ins. | <i>To use the terminology 'fit in fifteen' with all children.</i> |
| 2. To use sporting activities to promote pupil well-being and self-esteem. | <ul style="list-style-type: none"> One longer PE lesson as well as well as regular fit in fifteen. Active playtimes. Fit in fifteen three or more times per week/Hit the Ground Running/daily miles. A range of inter sports competitions [through points] & intra sports competitions in class bubbles. Termly pupil voice around fit in fifteen, always considering what we could do differently. | £0 | <ul style="list-style-type: none"> One longer PE lesson per week after Feb half-term as well as regular fit in fifteen. Active playtimes. Fit in fifteen three or more times per week. Both Year 5 classes have run a marathon of daily miles many pupils halving their original times. Year 6 sponsorship event based around a range of sporting challenges. Quidditch class competitions took place | <i>To organise fit in fifteen based on half-termly themes to create a school buzz and provide training for less confident staff.</i> <i>To develop the use of class competitions in PE.</i> |

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| | | | across school and rounders was also used for class competitions. | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 44% £8610 |
| Intent | Implementation | | Expected 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>1. To improve the planning, teaching and assessment of PE lessons in school.</p> <p>2. To audit resources, maintain large equipment and purchase new resources for Spring and Summer PE.</p> | <ul style="list-style-type: none"> Embed the use of the Val Sabin PE Scheme of work in Covid secure ways. PE specialist leads planning/assessment support with teachers as well as virtual/other meetings with staff about teaching particular areas of PE where staff would like to develop their skills. To order resources so that staff have the equipment to teach active PE lessons in the Spring and Summer Term. | <p>£6000 PE Specialist</p> <p>£2,610</p> | <ul style="list-style-type: none"> Staff surveys show they are confident to deliver a range of PE lessons from gymnastics, dance and games. Assessment takes place at the end of each unit with an overall assessment recorded. Assessment point 2 assessments in PE are in-line with national averages in reading in one year group and significantly ahead in all others. All PE lessons observed in the Spring and Summer Term were of a good or better standard using a range of PE equipment. | <p><i>Dan Bennett to provide support for an M1 teacher in 2021/22.</i></p> <p><i>For the PE Lead to support colleagues via observation and team teaching.</i></p> |

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
4%
£830

| Intent | Implementation | | Expected Impact | |
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| 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: |
| Additional achievements: 1. To increase children’s involvement in school in a range of sports. a. A full range of sports is taught to each year group from Y1 to Y6. b. Playtime arrangements allow children to play different sports during these times. c. Inter and intra class sporting competitions focus on a range of sports with all children from Y1 to Y6 participating. | <ul style="list-style-type: none"> • Termly analysis by the PE lead of the PE areas taught in each year group. • From playground plans and pupil voice, the PE Co analyses playtime sporting opportunities. • All classes from Y1 to Y6 compete in 6 inter/intra sporting competitions from Y1 to Y6. | £830 | a. A full range of sports is taught in each year group with new sports to promote interest like Quidditch. b. Children take part in football, basketball, rugby, catching games, skipping, tennis, different playground games and running activities. c. Two class competitions have taken place due to the national lockdowns. | <i>To continue to seek out new sports which promote excitement but allow staff to teach the required PE skills.</i> <i>To ensure school clubs are attractive to a range of pupil groups.</i> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|---|---|
| | | | | 5% £1000 |
| Intent | Implementation | | Expected 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: |
| To increase participation in competitive school sports. <ul style="list-style-type: none"> a. All pupils take part in inter and intra class sporting competitions during the school year. b. 80% of children enjoy the inter and intra class sporting competitions. | <ul style="list-style-type: none"> • All classes from Y1 to Y6 compete in 6 inter/intra sporting competitions from Y1 to Y6. • Termly analysis by the PE of pupils' enjoyment of inter and intra sporting competitions. | £1000 | <ul style="list-style-type: none"> a. Two class competitions have taken place due to the national lockdowns. b. All pupils enjoyed Quidditch and associated competitions. | <i>To continue to develop class competitions and from September 2021, competitions between schools.</i> |