

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:
<ul style="list-style-type: none"> - New sport introduced to PE provision – archery - Provided broad range of sports and activities within: - Curricular (<i>– basketball, volleyball, archery, fencing, football, OAA, gymnastics, cricket, rounders, baseball, hockey, tennis, badminton, tag rugby, athletics, netball, dance</i>) and extracurricular provision (<i>basketball, football, girls football, gymnastics, cricket, rugby, tag rugby, athletics, KS1 multi sports, netball, dance, archery, golf</i>). On average there were 4 to 5 clubs on offer each day. There was a club available for a child from any year group. - New after school clubs introduced - archery, golf, girls’ football. - Pupils voice considered when designing PE provision - All pupil premium children were given the opportunity and were encouraged to take part in extracurricular activities. Clubs free of charge - High afterschool clubs uptake – 42% of pupils (autumn term 1 & 2 data) (Evidence - club registers) - Development of Champions – 1 to 1 physical interventions for targeted children - Development of break and lunch sports clubs available to all children to promote healthy lifestyle, to promote active 30+ min a day. - Development of Wakey shakey club – additional 10min active time before school for targeted children (least active) - Fitness groups – additional 15min active time before lunch for targeted children - Large number of children were given opportunity to take part in inter and intra school competition -47% of KS2 children took part in out of school 	<ul style="list-style-type: none"> - Active Travel week participation and improvement - To restart an afterschool clubs offer after pause caused by Covid 19 - To continue to develop assessment and feedback system - Further increase in girls’ participation in sports competitions; to track participation numbers for monitoring - Sustain participation numbers – continue Champions, GALs, Wakey Shakey clubs (to further encourage PP participation) - Continuation of sports ambassadors and sports leaders to deliver a range of activities to the children at the school - Staff to continue to attend a range of CPD courses as well as team teaching opportunities within the school/DSAT in order to develop confidence and subject knowledge. - To further develop break and lunchtime sport clubs. - To develop virtual intra and interschool competitions - To develop Covid-19 safe sports ambassadors/play leaders program within super bubbles

competition (September 2019 to February 2020. No sport competition held after Covid-19 pandemic)

- Increased number of entries on “girls only” and girls orientated competitions - girls basketball, girls’ football, gymnastics, dance as a part of GALs (Girls Active Lifestyle)
- CPD for PE team and cover staff arranged to enhance high quality of PE teaching, subject knowledge and staff confidence
- Successful and effective assessments system in place
- Successful and effectively managed PE team
- Confident playground leaders team successfully arranged numerous break and lunch time activities for children in EYFS and KS1
- Confident Sports Ambassadors successfully arranged numerous break and lunch time activities and intra school competition for KS2 children. Sports Ambassadors had opportunity to develop their leadership skills.
- Sports mark gold standard achieved (5 years rolling).

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.

Academic Year: September 2020 to March 2021		Total fund carried over: £1455.50	Date Updated: 30/11/2020	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £1455.50
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To rise an engagement of all pupils in regular physical activity. Provide all pupils with opportunities to access free sporting and physical activities, (including interventions during school time, active lunchtimes and extra-curricular clubs), in addition to their PE lessons.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>-Purchase of additional equipment, such as outdoor tennis tables to encourage pupils to active break/lunch times.</p>	<p>Carry over funding allocated:</p> <p>£1455.50</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>Attendance and demand for break and lunch clubs are high. Rota system in place to monitor participation and engagement of targeted group of children.</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>Outdoor table tennis club to be incorporated into school day to allow for better attendance in extracurricular activities, creating greater impact on pupil's active lifestyle.</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.	54% (of year 3 children assessed in December 2019) Unable to collect year 6 data due to Covid-19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52 % (of year 3 children assessed in December 2019) Unable to collect year 6 data due to Covid-19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54 % (of year 3 children assessed in December 2019) Unable to collect year 6 data due to Covid-19
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. Additional swimming instructor hired to provide further support for underachieving children.

In past academic year we have observed a fall in percentage of children achieving set targets. This is due to fact that children were unable to attend regular swimming and additional swimming session for part of the year due Covid-19 outbreak.

Year 6 pupils did not completed end of school survey stating whether they have improved their swimming abilities since year 3.

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: £21000	Date Updated:		
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: %
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:
Provide all pupils with opportunities to access free sporting and physical activities, (including interventions during school time, active lunchtimes and extra-curricular clubs), in addition to their PE lessons.	<ul style="list-style-type: none"> - Broad range of extra-curricular clubs offered 4 days per week. - Big Moves Fundamental Movement intervention offered to EYFS to identify pupils needs and provide early support and interventions. - Pupils identified as least active/low confidence/SEND are provided with Physical intervention such as “Wake and shake” and “sports champions”. These are held in addition to other sporting extra -curricular clubs. - External club links created. Sports ambassadors and sports leaders engaged and effectively deployed. Selected children (Sports Ambassadors and play leaders) are given training and regular support to take up leadership roles. Children are trained on how to effectively arrange and deliver interesting an engaging break/lunch time activities. -Pupils are used in the promotion and 	<ul style="list-style-type: none"> After school clubs £5400 Lunchtime clubs £4680 Breaktime clubs £1080 Morning before school clubs £1080 Big Moves and other PE interventions £3760 		

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	implementation of 'active lunchtimes. - LSL SSP virtual competitions led by sports ambassadors. Children to work within their super bubbles only. -Purchase of traditional games additional equipment for KS1 and KS2 playgrounds.			
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:
PESSPA used as a tool to improve behaviour, build relationships and raise aspirations.	- Individual PE reward system 'Sports Stars' which rewards pupils for specific behaviours demonstrated, (passion, determination, self-belief, respect, teamwork and honesty), or improved effort/behaviour over a series of lessons. -Prize draws at end of each week, month or term which all 'Sports Stars' are entered into for chance to win a Sports Direct £5 voucher. - Pupils rewarded for showing positive behaviours/improvement in overall learning behaviours. -Each Sports Ambassador represents and promotes 1 of the SG's 6 values: self-belief, teamwork, passion, respect, honesty and determination. - Opportunities for all pupils to become leaders, leading parts of lessons -Playground Leaders used to make lunch time more active. Sports and wellbeing week	Sports Ambassadors fund £150 Pupils award vouchers £150 £1200		

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:
Continue to improve quality of teaching and learning in PE for all staff. Develop staff confidence and understanding of assessment in PE through continuing CPD, training and support	<ul style="list-style-type: none"> - Skills audit completed by PE team and all non-specialist staff teaching PE And appropriate training arranged - PE specialist teachers worked alongside sports coach and HLTAs to develop knowledge and individual needs of staff. -PE assessment trackers continued to develop. -Key skills checklist created and used for EYFS, KS1, KS2 	£1500		
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>Additional achievements: Provide all pupils with a broad and balanced PESSPA curriculum, which includes alternatives to traditional sport.</p>	<p>-To introducing new sport to wide PE provision (to perform pupils survey to identify what sport children would like to see in PE offer)</p> <ul style="list-style-type: none"> - Purchase of sport-specific equipment. -Team building unit taught to all pupils in KS2 and inclusive sports taught to KS1 pupils. -Health and fitness unit taught. - Inclusive offer: “Wake and shake”, “Sport Champions”, Big Moves (physical skills intervention), - Club links in community (local football, cricket, tennis, and other clubs) - Sign posting pupils and their families to local clubs, community groups providing more information of where they can access (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations. 	<p>Equipment for new sport introduced to PE offer £1000</p>		
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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:
Continue to enter a range of sporting competitions, events and festivals applicable to pupils of all abilities:	<ul style="list-style-type: none"> -Subscription to LSL SSP provides opportunities for high ability, lower ability, SEND and less active pupils. - Range of Virtual competitions offered by LSL SSP allowing more children to take part in competitive sport -Organisation of intra school competitions and sports tournament, -Continuing successful records within girl's participation in competitive sports 	LSL SSP £1000		

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