

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department  
for Education

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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 **31<sup>st</sup> 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>Assessment procedures now in place and all staff are using the agreed template.</p> <p>The monitoring of clubs is taking place and is reported to SLT and Governors</p> <p>All pupils continue to participate in 30 Active minutes in addition to 2 hours of weekly PE lessons.</p>	<p>Monitor the use of the assessment format. Ensure staff are targeting children working below ARE.</p> <p>Analyse the impact of the clubs and target specific children or groups not participating. Gain evidence from parents.</p> <p>To continue promotive 30 active minutes a day in addition to weekly PE lessons.</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**

## 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: £17,150		Date Updated:	
<p><b>Key indicator 1:</b> 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>					<p>Percentage of total allocation:</p> <p>£4,495 26 %</p>
Inten t	Implementa tion		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:
Active 10 Champions – 2 children from each class to promote physical activity in the classroom.	Each class to nominate 2 children. <b>ST</b> to meet with them to explain the role and hand out badges.		Pupils are aware of the importance to keep active throughout the day, not just as specified PE / break times.		
Introduce Desk Cardio activity	Purchase 70 swimming noodles	£140	Cardio drumming takes place weekly in all KS1 classes. It was also promoted for home use during lockdown.		
Staff to continue to utilise Imoves	Renew licences. <b>SG</b>	£295 £245	Imoves continues to be part of the curriculum in all year groups and was used to encourage activity at home in lockdown.		
Continue the Healthy Minds Project to support the mental health of all those in school.	Healthy Minds Champions in classes to introduce a morning greeting. Resources to support feelings, self belief, a sense of belonging in each class. This is a whole school approach to improve mental health.		Children report enjoying the morning greeting and know that it is important to start the day positively.		
Track the activity of pupils during					

classroom lessons.	Utilise the Active School planner to track the activity levels of children during the week. <b>SG</b>		There has been a significant increase in activity during the school day and also travel to school. In Autumn 1 20% of daily sessions were Highly active. In Summer 1 30% were highly active.	
Generate a parent questionnaire to find out which activities children take part in out of school. Analyse results and next steps to improve engagement.	Subject leader time £250	£250 unspent	Carried forward due to Covid-19 and the lack of clubs on offer.	This will be a priority for Autumn 1 2021
Use REAL PE to teach and embed core skills.	Subscription	£500	Real PE has been taught each half term in all classes. The upgrade to real PE at home ensured all children had access to online learning and physical activity during periods of lockdown.	
Extra-curricular clubs to increase and promote active lifestyle	Home learning real PE upgrade. <b>SG</b>	£220		
	Cryo Sports multi skills clubs twice weekly across year 1 and 2.	£630	There was a high demand for the after school club which ran for 1 term due to Covid-19.	We have confirmed bookings for 2021-22 with Cryo Sports.
	Balance Bikes for Year 1. Purchasing of new balance bikes and additional time to run the intervention Y1.	£500 equipment £500 staff time	The new balance bikes ensured 100% participation in Y1 compared to 70% previously as the bikes were not big enough for all Y1's.	
Whole school fitness challenge. Promoting 30 active minutes.	A fitness challenge to be set up for all children in school and remote learning to complete on a weekly basis. Promoting 30 active minutes by emailing out resources for staff to use.		The whole school fitness challenge took place during a lockdown. This had 20% participation.	Whole school fitness challenges to be promoted in school during assemblies in 2021-22
Improvements to be made to the currently unusable outdoor area in FS to increase the outdoor activity for FS children. This will support the DoH recommendation for 3 hours physical activity in EYFS.	Assess the outdoor area and purchase physical activity equipment. Also purchase fine motor and gross	£1465	During observations it was seen that FS children are more active during outdoor play which had been largely imaginative.	

	motor equipment for outdoor use.			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				£900 5 %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Display board in the hall to be updated with recent achievements to help raise the profile of PE and Sport within school. Including Beat Your Best interschool competition.	Use subject leader time to update display board once a term <b>ST</b> Use subject leader time to update the website with sporting achievements each term <b>ST</b> Set up interschool competition	£500 subject leaders time	The website has been kept up to date with events and this has ensured parents are working in partnership with school to promote active lifestyles.	Inter School competitions for Autumn 1
Ensure Physical Activity, PE and Sport are integral to the school development plan	Development of a PE and activity Sport plan which has short term and long term targets. This will reflect pupil voice and audits undertaken in school.	£400 subject leaders time	PE Action plan completed and pupil voice included.	

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				£200 1 %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Subject leader CPD to develop the tracking of physical activity.  Develop the role of PE leads to have a tighter focus to then support CPD within school.	Work in collaboration with our PESSPA champion to develop dance and gymnastics subject knowledge to be able to train other staff.	£200 cover time	Subject leads now able to lead the use of gymnastics equipment in school. During moderation it was noted that the equipment is being used in more sessions than previously.	Produce a file of pictorial ideas for using equipment.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	£6849 40 %

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?:
Additional achievements:  Opportunities for children who do not access sport out of school  To develop the outdoor opportunities offered to all pupils in school, utilising the school grounds and garden area.	Year 2 to have swimming lessons in Summer terms  2 members of staff to attend Forest Schools training. This is to complement the part time member of staff who currently has training to enable all children to partake in outdoor learning opportunities.  Level 3 training	£1800  £1600 staff training Cover £500  £1790	Both classes accessed a half term of swimming lessons with 100% participation.  2 additional members of staff are now trained which lead the introduction of a FS / Eco club. 6 children per class each half term have been given the opportunity to attend. Due to Covid 19 not all children had the opportunity.
			Sustainability and suggested next steps:  <b>Target the children who missed the opportunity in Autumn 1 2021.</b>  <b>staff to attend level 3 in Autumn 2021- training carried forward due to Covid-19</b>



<p>To widen the activities available to children and increase engagement in school.</p> <p>Ensure equipment is high quality to encourage participation.</p>	<p>Weekly Zumba sessions lead by a qualified instructor for Year 2. Aim to take part in a school competition in the Summer term.</p>	£200	<p>Unable to go ahead due to Covid-19</p>	<p><b>Introduce these activities to the curriculum.</b></p>
	<p>West End in Schools Workshop for all KS1 pupils. Friendship and Teamwork theme to promote fitness and PSHE. March 2021</p>	£499	<p>All pupils took part in the day and teachers reported high levels of engagement.</p>	
	<p><b>Sports day activities. Cryo sports to attend for half a day per year group to introduce a new activity to children.</b></p>	£160	<p>All classes participated in activities that are not offered as part of our standard curriculum- dodgeball, football, cricket and basketball.</p>	
	<p><b>Replenish equipment- balls, bean bags.</b></p>	£300		

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				0%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 involve children in interschool competition	Zumba competition with other schools in the summer term.		Unable to go ahead due to covid 19.	Seek out opportunities when restrictions are lifted to participate in events.

Signed off by	
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Subject Leader:	Sarah Gore /Shannon Travis
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