

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by



Department  
for Education

Created by







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](https://www.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 2021:	Areas for further improvement and baseline evidence of need:
<p>PE curriculum successfully delivered in all Year groups (despite some serious disruptions due to lockdowns and some classes sent home for isolation.)</p> <p>11 out of 12 teachers and their assistants received substantial CPD training by a professional sports education provider (Premier) for at least 1 complete half-term session. Teachers reported increases of confidence and that they learned a broader range of activities to help children to enhance and improve their PE skills. Teachers reported a clearer understanding of progression and how to steadily and systematically develop their class's skills, understanding and tactical awareness.</p> <p>Some keep-fit sessions were run on a weekly basis during lockdown to which UKS2 children and their families were encouraged to take part. (On 1 session, above 50 % of children in Years 5 and 6 took part.)</p> <p>All Year 5/6 children were given the opportunity to experience outdoor activities as well as other physical activities during their trip to PGL Liddington where children had substantial goes at some of the following activities: archery, rock climbing, abseiling, big swings, zip-wire as well as team-work and cooperation activities (buggy building and survivor). They also had the opportunity to play hide-and-seek in nature and some wide games.</p>	<p>Due to Covid restrictions, children were not able to access the gymnastics equipment so we need to develop the whole gymnastics programme across the whole school and to make sure excellent levels of progress are inbuilt.</p> <p>Teachers are not especially satisfied with the Val Sabiin scheme of work so we will be identifying gymnastics as a prime area for development in the next academic year. This will be supported by further coaching/training from Premier Education Sports Specialists.</p>

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: £ 0	Date Updated:	
What Key indicator(s) are you going to focus on?				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?:

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p>Year 5/6 classes had the opportunity to learn CPD techniques on training dolls.</p> <p>Unfortunately, there was no swimming due to lockdowns and Covid-19 restrictions.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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 2021.</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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: £18,800		Date Updated: 8.7.21	
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:
					26 %
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?:
Children to receive 2x planned and high-quality PE lessons per week (1 being an indoor topic the other being outdoor).  Lunch-time activities provided once a week by Premier Education		All class teachers received at least 1 half-term of focused CPD training in delivering a PE topic of their choosing. (Some teachers had more than 1 half-term.)  Lunch-time activities were offered for 1 hour on most Fridays of the whole year (except for 1 <sup>st</sup> half term).		£4830	Children have developed clear sense of physical routines and the process of how to learn new skills and what they need to do to improve them. Chn able to compete at higher levels in team games and in individual sports. Teachers report more confidence at planning for progression and how to set this out during lessons over a period of time.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					11 %
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?:

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Due to Covid19 restrictions and lockdowns, the regular sports events that we have enjoyed in previous years were cancelled.	Children would usually have been selected to take part in a wide range of sporting activities. (Our school is quite famous for not winning events because we give all chn a chance rather than selecting them based on sporting ability. However, in the future I will endeavour to try and take 2 teams to some sports events so that the possibility of winning is increased as well as giving opportunities and experiences to those for whom PE is not necessarily their favourite lesson.		Not applicable this year.	Need to sign up for the next Schools Sports Partnership package and try to increase the number of teams we send to these events.
Children should expect and receive high quality PE lessons with clear paths of progression seen across the weeks but also across the years. This should lead to high levels of performance whether it be in individual sports or in team games.	In individual classes, due to the quality of PE lessons and the planned-in opportunities to develop and improve their skills, I have observed high levels of competitive skills during games where children have shown fabulous intensity, ability and tactical awareness as well as high levels of team-work.		Clear progression is seen across the years of children's understanding of a variety of sports and the rules to play them competitively. Children arrived in Year 5/6 with the basic skills understood if not mastered with many children able to display excellent performance standards (in particular, basketball was played with a very high level of skill and intensity.)	Increasing children's stamina is an area to improve as quite a large number of children appear to have sedentary lives and lifestyles at home. The lack of easy access to sports centres and open public spaces is also an issue in our school's neighbourhood.
High quality sports equipment purchased.	Provision was purchased and ensured for all classes to have access to high quality sports equipment during their lessons (for instance each child had their own football, basketball, tennis racket, badminton racket, etc.)	£2028.66	The majority of children are able to display confident use of the equipment and can develop their skills at a personal pace until they are confident and can take part in team games more effectively.	

Sports Day Activities	All year groups had opportunity to perform in competitive events with high levels of intensity and skill.		Chn were able to compete at high standards and there were some very impressive individual performance in athletics event such as running, shot putt and long jump.	
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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:
Intention is for teachers to deliver high quality PE lessons that allow children to develop skills progressively and then be able to use these in a wide range of competitive and non-competitive events in teams or as individuals.	All staff bar one received high quality sports training CPD from a professional Sports Company.	As recorded above	Teachers have reported an increase in confidence at how to include progression in their teaching and in using a wider range of activities and techniques that allow children to improve their skills.	To be continued in the next year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15 %
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:
Additional achievements: The PGL outdoors experience gave children opportunity to experience events such as rock climbing, archery and abseiling.  Due to Covid we were unable to run swimming lessons and Bikeability.	Children successfully improved their skills in a range of outdoors and adventurous activities.	£2764.85	A large number of children were able to conquer their personal fears of heights and their improved confidence was palpable and taken into classes in the subsequent weeks.	Seek to expand the range of outdoors adventures possibilities for Lower KS2.  Intention to deliver swimming lesson to Years 4, 5 and 6 in the next academic year.

<p>Once Covid restrictions are dropped, the intention is for the school to participate in regular sports events run by the School Sports Partnership.</p>				<p>Bikeability is proving to be a difficult issue for us given the insufficient space and time available on the playground to run such as course; alternatives are currently being looked into.</p> <p>Hopefully, we will send a larger number of teams and pupils to competitive events in the next academic year.</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:
Due to Covid restrictions we have been unable to enter into any sporting events. Furthermore, the wide range of after-school clubs that we usually run such as fencing, dance, drama and team sports were unable to take place.				To build a strong programme of after-school sports clubs. I personally intend to run a team sports club covering a range of sports. .

Signed off by	
Head Teacher:	Justine McMinn
Date:	17/9/21
Subject Leader:	
Date:	
Governor:	
Date:	