

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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 2020** at the latest.

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 2020. 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.

| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
|--|---|
| <p>Engagement of all pupils in regular physical activity.</p> <p>Continued engagement in physical activity during lockdown.</p> <p>New equipment purchased to enable lessons to take place in bubbles.</p> <p>New orienteering equipment purchased to enhance the use of the schools ancient woodland.</p> | <p>In our partnership working with Queen's School, any areas for further improvement will be highlighted and necessary actions implemented.</p> |

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| Meeting national curriculum requirements for swimming and water safety. | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> | Unable to do swimming due to the COVID-19 Pandemic. |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | Unable to do swimming due to the COVID-19 Pandemic. |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | Unable to do swimming due to the COVID-19 Pandemic. |
| 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? | 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: £22,208 including £3,502 rollover from 2019/20 | Date Updated: 18/06/21 | | |
|---|--|-------------------------------|---|---|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: 67% |
| 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: |
| Queens School Package | Regular activities sent for children to engage in over lockdown. Regular face to face sessions with Year 4 during the summer term. | £6,386 | Anecdotal evidence from the children regarding the activities used over lockdown – was great to ensure the children were staying active. Sports day preparation as well as developing key skills the children had missed out on due to lockdown and team building activities. | To continue with in the next academic year. |
| Sports Apprentice – 4 th Year | To work collaboratively with teaching staff, focusing on the inclusion of all children. | £8,201 | Ensuring high quality P.E. education is provided for all children. | Apprenticeship complete. |

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| Imoves | Annual subscription to develop indoor P.E. | £348 | Due to the COVID-19 Pandemic, we have been unable to do indoor P.E. | Have decided to end the subscription for the next academic year. |
| 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 | | 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: |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|---|
| | | | | 8% |
| 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: |
| Orienteering equipment and training for staff. | New equipment to develop out door adventurous activities in school and used of the school's ancient woodland. | £1,800 | Teachers able to use in school and build on knowledge throughout the years. | Will monitor the implementation in the next academic year. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 25% |
| 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: |
| Participation in the National Wellbeing Pilot Programme | Support from an Achieving Wellbeing Coach to implement strategies and approaches to unlock academic achievement and accelerate progress by improving the emotional wellbeing and mental health of the school. | £1,667 | The programme will take place over one year and run until Spring 22 so progress will be monitored and a full evaluation to be carried out at the end of the programme. | Continue with the programme and work towards achieving the Achieving Wellbeing Quality Award. |

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| Purchase of new equipment | To replace old equipment and to ensure that P.E. can take place in bubbles. | £1,071 | Equipment purchased: Year group sets of rounders, hockey and cricket equipment. Soft balls for LKS2. Cones for each class. | To ensure P.E. can take place in bubbles without cross contamination. |
| Gardening equipment | To replace old equipment to ensure a balanced curriculum and to promote a healthy lifestyle. | £865 | Gardening shed and equipment purchased. | Will continue to use in a cross curricular way. |
| New bike racks | To replace old and broken bike racks. | £762 | To encourage the use of bikes to and from school. | Will continue to monitor the usage. |
| Swimming Pool equipment | To improve performance of pool filter to ensure optimal cleanliness of the pool. | £194 | Improved cleanliness in the pool, to facilitate the pool reopening. | Continue to monitor the pool and ensure readiness for reopening next year for school swimming. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 0% |
| 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: |
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| Signed off by | |
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| Date: | 29/06/21 |
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| Date: | 29/06/21 |
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