



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 2021:	Areas for further improvement and baseline evidence of need:
<p>Due to COVID there has been a significant impact on what we have been able to provide for our pupils, therefore we have carried a lot of the money over for next year.</p> <p>New resources purchased for KS2 playtime trolley – improving physical activity at break times</p> <p>Rugby Tots sessions for KS2 pupils</p> <p>Resources for Fine Motor skill activities – KS1</p> <p>Vestibular equipment – for sensory processing needs</p> <p>Resources for our sensory pupils – encouraging gross motor movement and in line with the MOVE program</p> <p>Introduced ‘active 15’ in both KS1 classes to help improve physical activity, gross motor skills, co ordination and attention</p> <p>All classes have daily physical – get up & move element</p>	<p>We look towards creating a bike track</p> <p>Improving and developing our existing outdoor physical area (add more equipment)</p> <p>Purchase of a trampoline & staff training</p>

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>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: £1,821		Date Updated: April 2021	
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:
					%
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><i>Introduce 'active 15' for our key stage 1 groups to ensure 2 hours of quality PE is achieved.</i></p> <p><i>All pupils to take part in daily "Get Up & Move" – 5 daily in class</i></p> <p><i>Active lunch times 15 minutes – grouped</i></p>	<p><i>Planned 'active' sessions for key stage 1 classes to cover based on fundamental skills</i></p> <p><i>Planned into daily timetables in class – teacher to choose from suggested activities.</i></p> <p><i>Sessions run by Ta's 1 -1.15pm – running, ball play, bikes/scooters, outdoor trampolines, dance in the hall – groups.</i></p>	<p><i>250</i></p>	<p><i>Pupil are more active, showed signs of improved co ordination over a period of time. Some pupils are able to follow instructions and a simple/familiar routine.</i></p> <p><i>Increased physical activity each day for all pupils</i></p> <p><i>Improved play times – more active/engaged and developing socail skills</i></p>	<p><i>Continue to provide a developmentally appropriate way for pupils to be 'active' during the school day for at least 30 minutes</i></p> <ul style="list-style-type: none"> <i>- Bike track (next steps) - timetabled use for children using bikes/scooters/walking frames or just accessing the daily mile</i> 	
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:
<p><i>Promote the school football team – regular practice and entering competitions with other GLD schools</i></p> <p><i>Classes to have ‘active literacy/maths’ sessions planned weekly – increasing physical activity</i></p>	<p><i>Paul + ta to lead football club. Paul to take pupils to competitions/tournaments</i></p> <p><i>Weekly plans to show ‘active maths/literacy’ lessons across school. Support provided and booklet for staff from SL (Sophie)</i></p>	<p><i>£200</i></p> <p><i>£300</i></p>	<p><i>Unfortunately this could not go ahead due to COVID</i></p> <p><i>Weekly active maths have been a big success for some classes – accessing the forest schools too. Improved maths skills, engagement and fun.</i></p>	<p><i>To link with GLD schools to plan shared days – competition – via school sport & Physical activity opportunities</i></p>

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:
<i>To introduce a new 'teaching tool' for teachers to use each term for focusing on "how to be healthy" and "to be physically active"</i>	<i>Provide resources needed to teach and deliver the lessons for different age groups. Staff meeting for delivery – Q & A opportunities</i>	100	<i>Due to COVID this has not been started as yet. Focus was put on home learning</i>	<i>To introduce this in September 2021 across school</i>
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:
<i>Additional achievements: To introduce "tri golf" & "tee Ball" as a sports option in the summer term 2021 Group of pupils to visit 'footgolf' – Key stage 2</i>	<i>Deliver staff training on "tri golf" – and "tee ball" at a teachers meeting in the spring term Plan a visit for a key stage 2 group to experience a new sport with Mr Worlsey</i>	£400	<i>Covid restrictions have impacted this, teachers have only been meeting virtually. When face to face meetings resume we can look at doing this</i>	<i>When restrictions lift training will commence</i>

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:
<i>Introduce 1 club session per term for inter school competition – key stage 1</i>	<i>Planned competitions termly, class teachers to liaise with Subject leader to plan and deliver these sessions</i>	200	<i>COVID Impact – these haven't been able to go ahead</i>	<i>Whole school sports week planned for July 2021 Maintaining 'bubbles' Including competition where appropriate</i>

Signed off by	
Head Teacher:	Paula Barlow
Date:	July 2020
Subject Leader:	Sophie Martindale
Date:	July 2020
Governor:	
Date:	