

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"> • More children taking part in after school clubs • Taking part in more external competitions • Adding competitive play to PE lessons • Children aware of setting personal best and trying to achieve them. • Two hours of PE taught every week for every pupil. • Virtual Sports Day 	<p>Ensure all areas of PE are assess accurately and consistently</p> <p>Continue the development of the daily mile and ensuring the extra 30 minutes of Physical activity is taking place in school.</p> <p>Engage more children in enjoying PE and physical activities to support mental and physical health.</p> <p>Children to experience a range of different activities and sports.</p> <p>Develop stamina and fitness in all children</p> <p>Links with local schools and sports providers to engage more children</p> <p>Special events set up to celebrate Olympic Games in Tokyo.</p> <p>Developing fitness by encouraging pupils to walk to school.</p> <p>Continue to increase cycling skills.</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 2021.	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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: £17960.00		Date Updated : 30/4/21	
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: 13%
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?:
<ul style="list-style-type: none"> To develop stamina and fitness for all pupils. Pupils to understand the importance that physical health can impact mental health positively. To develop a range of activities for pupils to complete 30 extra minutes. To encourage pupils to develop social skills through adult-led games. 		<ul style="list-style-type: none"> Introduction of the daily mile. Timetabled slot in the afternoon for each class. Use of the recovery curriculum to ensure brain and physical breaks and activities e.g. use of SuperMovers. Extra games at lunchtime and mindfulness sessions. Lunchtime activities planned and scheduled by staff. Use of TAs to facilitate activities and games with pupils on the playground. 		£500 £200 £1000 £500	<ul style="list-style-type: none"> Most children can complete the daily mile. Pupils are starting to have an understanding of the importance of keeping active which impacts on mental health. Children know mindfulness techniques and positions. Pupils are developing strategies to understand different situations and rules when playing an active game.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 16%
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:
<ul style="list-style-type: none"> To develop pupils' understanding of mathematics through real life and physical activities. Pupils to develop self-determination, resilience, confidence to help improve mental and physical health. 	<ul style="list-style-type: none"> Football development programme working with every year group in the summer term. Sessions being delivered to the whole school from Coram education Memberships and Resources purchased to help develop SEMH and physical skills. Engagement with the Archbishop of York Young Leaders Award for Y6 Nutrition preparation course booked to promote healthy eating and links to the national programme 'Change 4 Life' 	<p>£500</p> <p>£400</p> <p>£1000</p> <p>£250</p> <p>£500</p>	<ul style="list-style-type: none"> Pupils to have taken part in a maths/football day. All pupils to have taken part in the life caravan session to develop SEMH attributes. Year 6 pupils started Young Leaders Award. Food preparation course due to start beginning of May. 	<ul style="list-style-type: none"> Ideas and activities to be taken by staff to plan themselves. To complete the Healthy Schools Award. To continue to raise the awareness of SEMH and to see this being developed within school. Pupils to understand the importance of a healthy lifestyle and a healthy packed lunch.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
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:
<ul style="list-style-type: none"> To develop a range of different areas of P.E to be taught. Staff to have an understanding of the early stages of riding a bike. Training in areas where staff have indicated support. Training for outdoor learning. 	<ul style="list-style-type: none"> Specific coaches and instructors bought in to help upskill staff in different areas of PE. Balance Bikeability to work closely with adults in KS1. Training areas to meet the needs to teaching staff Outdoor learning course undertaken for one member of staff. 	£2000 £400 £1500 £150	<ul style="list-style-type: none"> Staff feel confident in delivering a wider range of PE areas. Staff aware of the importance of early stages of riding and how this can be transferred to their continued provision. No courses due to Covid19. Outdoor Learning Level 3 achieved by one staff . 	<ul style="list-style-type: none"> Staff to teach a wider range of activities in the next academic year. Disseminate Outdoor Learning to all staff and to implement in every class.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				33%
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:
<ul style="list-style-type: none"> For pupils to experience new sports and physical activities. Pupils to experience a range of outdoor and adventurous activities (offsite) To encourage the use of bikes and scooters with a different environment. 	<ul style="list-style-type: none"> Specific coaches employed to lead new activities develop the pupils' skills. Outdoor adventurous activities offsite planned, booked and organised. A company to bring a bike 	£3000 £2000	<ul style="list-style-type: none"> Tag rugby, mindfulness. All pupils to have taken part in an OAA day. All pupils to take part in bike or scooter day. Bike ride did not happen due to Co-Vid. 	<ul style="list-style-type: none"> To ensure a range of activities are being taught to engage all pupils. To continue to develop fitness and stamina across school.

<ul style="list-style-type: none"> • Pupils to use the Bikeability skills taught in a real-life experience. 	<p>track to school for all pupils to practise their scooter and riding skills.</p> <ul style="list-style-type: none"> • Bike ride from school in the planning process. 	<p>£300</p> <p>£200</p>		<ul style="list-style-type: none"> • Use of outdoor learning for OAA and a range of cross-curricular links. • To continue to build on additional achievements.
<p>Additional achievements:</p> <ul style="list-style-type: none"> • Walking Bus – meeting pupils early and walking to school together. • Travelling to Tokyo challenge – completing over 8000 miles. • Bikeability organised for Year 4 				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
<ul style="list-style-type: none"> For pupils to take part in a wide range of competitive competitions. To develop intra-school competitions. 	<ul style="list-style-type: none"> Bought into a competition package. Intra-competitions discussed and tried to be implemented. 	£1000 £500	<ul style="list-style-type: none"> Due to Covid 19 these did not happen. 	<ul style="list-style-type: none"> Competitions to restart. Intra-competitions between school houses to begin. To try and restart Coppull Schools Competitions.

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