

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](#)

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 .

Academic Year: September 2020 to March 2021		Total fund carried over: £ ???	Date Updated: July 2021	
What Key indicator(s) are you going to focus on? Key Indicator One: Engaging pupils in regular activity.				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?

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.	83% (29 out of 35 children)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86% (30 out of 35 children)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97% (34 out of 35 children)
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: £15880.37		Date Updated: July 2021	
<p>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</p>					Percentage of total allocation:
					53%
Intent		Implementation		Impact	
<p><i>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:</i></p>		<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>		<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	
<p>Increased physical activity on the playgrounds</p>		<ul style="list-style-type: none"> • Purchase new climbing walls for KS2 and KS1 		<p>£7150.00</p> <p>There has been an increase in physical activity and a high demand of children wanting to use the outdoor equipment.</p>	
<p>Increase indoor provision for SEN pupils; to develop gross motor skills and confidence</p>		<ul style="list-style-type: none"> • Purchase new resources which will enhance the gross motor skills, coordination and balance of our SEN children. 		<p>£1242.80</p> <p>The purchase of this equipment has had a fantastic impact on the overall well-being of our SEN children in school. Children completing sensory circuits using the equipment have improved in their concentration and cognitive learning whilst back in class.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					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:

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41%
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 has changed?	Sustainability and suggested next steps:
In order to improve attainment and progress in PE it is vital to train the staff, to improve their own subject knowledge, skills and confidence when teaching PE.	<ul style="list-style-type: none"> Undertake a skills audit of staff. Identify training for individual members of staff with regards to PE. Program of CPD to be drawn up. PE subject leader to monitor the impact of the training on PE lessons. Continue to purchase the subscription for the PE Passport App. PNE to demonstrate high quality PE lessons throughout the year 	<p>£0</p> <p>£0</p> <p>£0</p> <p>£399</p> <p>£6050</p>	<ul style="list-style-type: none"> The teaching of gymnastics in PE lessons was noted as an area for development. Due to Covid restrictions, additional support for specialised staff training has not been achieved this year The PE Passport app has had a huge impact on staff confidence. The assessment tool within the app assists with monitoring progress of children as they develop over their time in school. 	<p>A program of CPD will need to be developed once training can be achieved in a Covid secure environment.</p> <p>High quality gymnastics lessons will begin next year, delivered by PNE on Thursdays. PE subject leader will ensure all staff have an equal opportunity to observe and support these lessons. Subject leader will assess confidence and skills increase of staff at the end of the school year.</p> <p>The PE Passport will need renewal part way through the next academic year. PE subject leader will look into purchasing the app with the adapted Lancashire plans for a reduced cost.</p>

			This has helped staff to adapt their teaching to support the needs of the pupils.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 5%
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:
Children to be given wider opportunities to experience a range of sports within PE lessons and after school clubs.	<ul style="list-style-type: none"> • Purchase and replenish old and broken stock to ensure children are given the opportunity to use quality equipment needed for high quality PE lessons • Storage store will need to be purchased to make more space to store equipment • Free Rugby League lessons will be delivered by a specialist rugby coach 	<p>£468.57</p> <p>£395.00</p> <p>£0</p>	<p>Classes have used the new equipment bought. Children have enjoyed using the equipment in PE lessons and they are showing an increased confidence and skill level.</p> <p>Children responded very well to the rugby sessions in school. Children who had never played rugby before said they would love to continue playing the game.</p>	<p>Quality of PE and sports equipment in school will continue to be monitored. The subject lead and sports T.A will continue to look into ways in which children can access different sports in school by purchasing new equipment and/or hiring specialist coaches.</p> <p>Children may have the opportunity to meet a team from the Rugby League world cup later on in the year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
Aim to give children of all abilities the opportunity to engage in competitive sport for school	<ul style="list-style-type: none"> Enter all the local competitions hosted by PESSPA 	£175	<p>There have been a reduced number of events in the calendar due to Covid restrictions this year.</p> <p>However, many of our SEN children in school have participated in a competition, representing school in an inclusive environment. Leading up to the competition, these children have increased their physical activity by practising for the events and they have greatly enjoyed the honour of wearing the school sports kits to represent school.</p>	As a school, we intend to continue to engage in sports competitions, with our overall aim to be as inclusive as possible, giving children from all ages and abilities the opportunity to compete in competitive sport, where possible.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Jonathan Sudell
Date:	26.9.21

Governor:	
Date:	