

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
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:

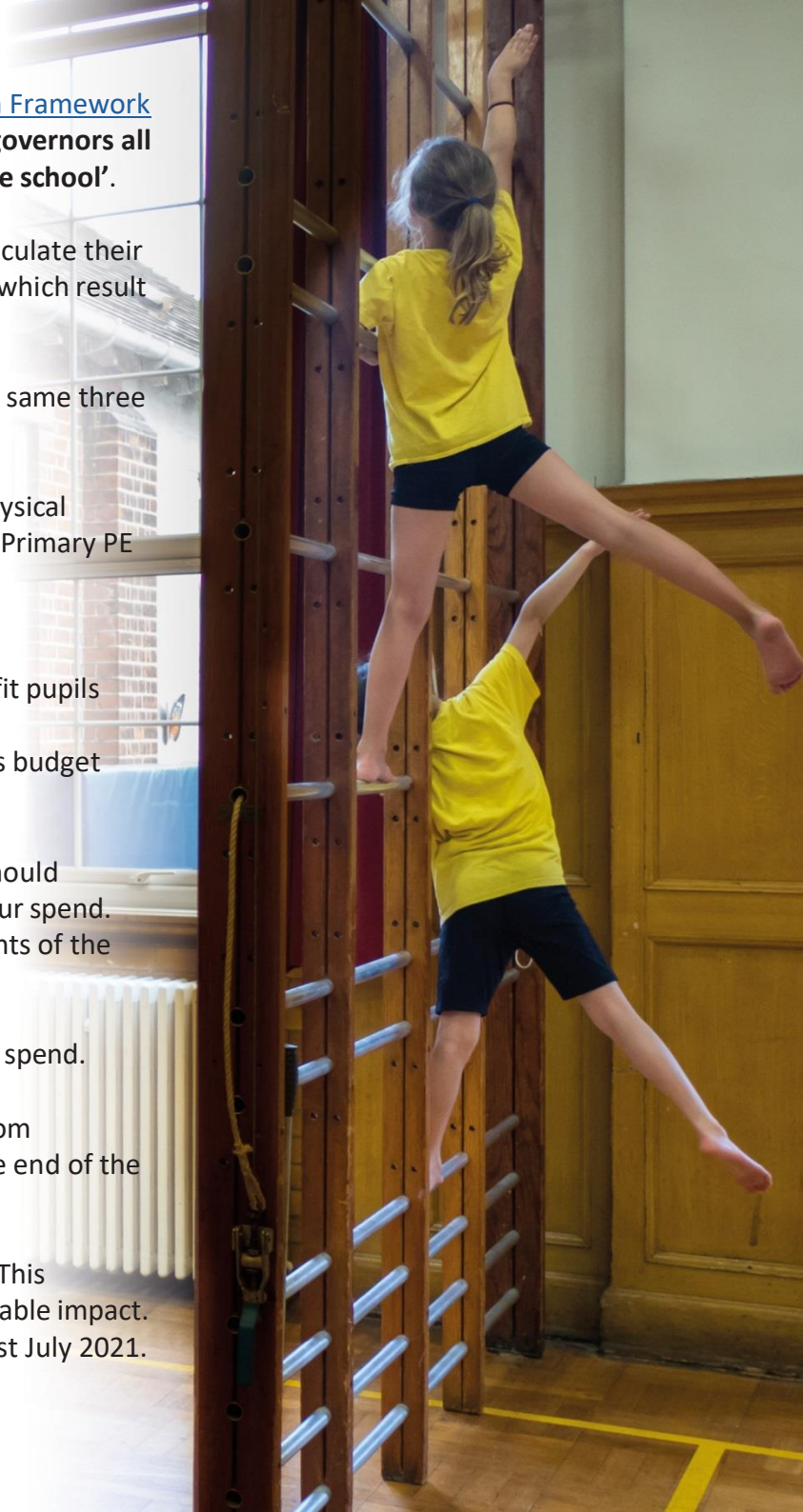
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://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, including any under-spend from 2019/2020, 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.

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:
<p>The coronavirus pandemic has had a wide impact on our ability to access inter school competitions and specialist coaching. However, we have worked hard as a school to encourage children and their families to stay active through incorporating our 'Daily Sport' initiative into their home learning timetable and setting sporting activity challenges.</p> <p><b>Summer Term 2021</b> Maintained a full programme of sports activity clubs at lunchtime and after school (summer 2021) including vulnerable groups with children participating in their bubbles.</p> <p>Increase in lunch time clubs/activities available to all children to participate in- Led by sports MDA/PE co-ordinator.</p> <p>Daily sport initiative- all children involved in sports/well-being activities on a daily basis.</p> <p>Children's sporting achievements are celebrated weekly in assemblies and successes are reported in weekly school newsletters to parents.</p>	<p>Raise the profile of KS2 sports leaders- enabling them to fulfil their role in leading a wide variety of break and lunchtime activities.</p> <p>Further utilise PE/Sports board in main entrance Children to be involved</p> <p>Review the PE curriculum/scheme of learning and ensure it is still fit for purpose.</p> <p>Observe PE lessons to ensure quality of PE remains high and identify any areas for training/development as necessary.</p> <p>Re-develop school links with feeder secondary school (when restrictions allow) to access specialist coaching and to allow children to participate in inter-school competitions.</p> <p>Playground markings- cross-curricular to link PE with other curriculum areas, specifically maths to encourage a wider range of physical activities.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

**YES**/NO \* Delete as applicable

**Total amount carried forward from 2019/2020      £10,000**  
**+ Total amount for this academic year 2020/2021    £16,900**  
**= Total to be spent by 31st July 2021                    £26,900**

<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 which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></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>Please see note above.</p>	71%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	50%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	71%
<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>	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: £26,865		Date Updated: July 2021	
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:
					%
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?:	
All children will be involved in regular physical activity.	Increase the number and variety of 'free' lunchtime and after school sports clubs; sign post less active children to the clubs. Additional MDA to lead sporting activities during the lunch hour for each class bubble.		£7600	Clubs this year included: EYFS/KS1 football, EYFS/KS1 Multi-Sports, KS2 football, KS2 Netball, KS2 rounders, KS2 lacrosse, bike/scooter club. Increase from 60 children participating last term to 101 children involved with lunch and after school clubs. Children learning new skills and developing new friendships.	
Raise levels of physical activity throughout the school.	Maintain 'Daily Sport' challenge for all children including the daily mile.			All classes taking part in daily sport challenge. Children are experiencing a wide range of sports/aerobic activities and are active each day. Children's fitness levels are improving- teachers report that children can run more laps of the playground when comparing the	
				Sustainability and suggested next steps:	
				Continue to offer a variety of opportunities for children to participate in. Pupil voice- see if there are any clubs that the children would like to see offered at school. Clubs are run by existing staff so therefore this is sustainable practise. PE leader to continue to analyse participation and signpost children where necessary.	
				Children to be involved in designing the weekly challenges. Teachers to adapt the challenges to meet the needs of individual groups of children within their class.	

<p>Gym trail – enabling all children to be involved in regular physical activity</p> <p>New resources purchased as necessary to allow high quality PE and sport to be delivered. Fencing to be installed to allow safe ball games to be played.</p>	<p>Children who have been identified as needing specific support with developing their gross and fine motor skills are invited to join the gym trail club in year group bubbles.</p> <p>Broken equipment to be replaced and new trim trail equipment and fencing to be installed.</p>	<p>£1140</p> <p>£6951</p>	<p>start to the end of the Autumn Term.</p> <p>Children develop their fine/gross motor skills. Teachers have reported that developments made by children attending the club are having a positive impact on different aspects of their school life:</p> <ul style="list-style-type: none"> <li>- increased dexterity to support fine motor skills such as handwriting and using a wide range of tools</li> <li>- Increased confidence</li> <li>- Improved gross motor control</li> <li>- Improved core strength- allowing children to sit more comfortably and therefore be ready for learning</li> </ul> <p>Encourage children to be active at lunch and break times and develop agility and balance skills</p>	<p>Children who have been identified as having specific needs support are invited to the club. Staff to be aware to assess children to see if they have progressed and no longer need the support of the club and whether new starters to the school would benefit from the support.</p> <p>Equipment to be used for a wider range of purposes- Gym trail club</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	<p>%</p>

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>All pupils regularly participate in high quality PE and sport.</p> <p>Teachers regularly assess the children's learning to ensure good progress is being made.</p>	<p>Subject leader to audit PE curriculum/provision, monitor lessons and assessments.</p> <p>PE Subject Leader to carry out pupil and staff voice to establish current views and opinions of school PE/sport and possible areas to improve.</p> <p>Use daily sport initiative to increase participation.</p> <p>PE subject leader to work closely with the sports lunchtime MDA to enable more children to access high quality physical activities. Also to provide further structure at lunch times to support children with transition back to school.</p> <p>PE assessment staff meeting termly. Assessment is embedded and used to inform future planning.</p>	<p>£11,174</p>	<p>There will be clear differentiation and progression of skills in PE across the school.</p> <p>Pupils are taught by staff who feel confident to identify where each child is working and can plan for differentiation and next steps.</p> <p>Children involved in high quality sport opportunities during lunch time.</p> <p>Pupils' PE skills are assessed termly, and these assessments will be monitored by the PE Subject Leader to ensure that pupils are making good progress in this subject.</p> <p>Pupils are clear about their attainment and next steps Pupils who are working below age related expectations can be easily identified and PE Subject Leader can target them for clubs.</p> <p>Pupils who are working above age related expectations can be identified and targeted for more</p>	<p>Continue to signpost children to clubs to develop their skills and increase their opportunities to participate in a range of sports.</p> <p>Children to be responsible for updating the PE school noticeboard and use this as a tool to sign up for daily lunchtime clubs.</p>



PESSPA will be used as a tool for whole school improvement.	PE section in newsletters sent out to parents. PE news shared in Team Assembly. PE noticeboard in the entrance hall to be updated regularly.		challenging activities and competitions.  Pupils and parents will be able to celebrate successes in PE through photograph displays on the PE noticeboard, newsletters and assemblies.	
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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:
Staff to work alongside specialist coaches- Leventhorpe teacher to work with yr5/6 teacher bi-weekly with teaching a different sport each term.	Membership of the Leventhorpe school's sports partnership. Training and entering a team for each competition run by the partnership. Utilise the equipment and expertise on offer from the partnership. – Cancelled due to pandemic			Re-establish links with secondary school sports hub.

**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	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	Sustainability and suggested next steps:



what they need to learn and to consolidate through practice:			changed?:	
<p>Children experience a wider range of sports and activities.</p> <p>To increase opportunities for children to take part in intra school competition</p>	<p>Increase the range/number of sports clubs offered. Develop use of KS2 sports leaders. Sign post the least active children and provide targeted activities for them- pupil voice to see what types of activities they would like to participate in. Lunchtime sport clubs to increase participation and children's experience of different activities Quickbury trip to Kingswood (July 2021)</p> <p>Organise and run school sports day. Sports leaders to be involved in the organisation and running of this event.</p> <p>Organise and run school team sports competitions within class bubbles- lunchtime leaders</p>	<p>£1000</p>	<p>Increase in the number of children involved in physical activity through clubs and lunchtime activity. Children experiencing a wider range of physical activities- cycling, scooting, lacrosse. Opportunities for children to participate in different leadership/organisational roles.</p> <p>Cancelled due to pandemic</p> <p>All children involved in sports day in a variety of different roles.</p> <p>Broaden the experiences of children with SEN.</p> <p>Daily lunchtime activities to increase daily physical activity.</p>	<p>Further increase this provision to include more sports- carry out pupil voice to identify what sports children would like to participate in.</p> <p>Reintroduce sports leaders as appropriate to do so.</p> <p>Reintroduce residential trip.</p>

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:
To develop the range of opportunities for children to engage in inter school competitions.	Membership of the Leventhorpe school's sports partnership. Training and entering a team for each competition run by the partnership. Utilise the equipment and expertise on offer from the partnership.		Did not happen due to pandemic	Re-establish partnership next year
To increase opportunities for children to take part in intra school competition	Organise and run school sports day. Sports leaders to be involved in the organisation and running of this event Organise and run school team sports competitions		All children had the opportunity to participate in intra school competitions in the summer term in class bubbles.	Organise further intra-school competitions in other sports-football, netball etc. Leaders to be involved in the design and implementation of these events

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	L.Ansell
Date:	20.7.21
Governor:	

Date:	
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