

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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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:
<p>Key Indicator 1 – Equipment bought for playtimes, Year 6 children started training for play leader roles</p> <p>Key Indicator 2 – the profile of healthy living and physical activity has been raised within the school.</p> <p>Key Indicator 3 – Staff meetings delivered on progression in PE. Documents and planning to support PE Hub lessons provided.</p> <p>Key Indicator 4 – Handball taught for first time. Extra clubs set up but ended quickly due to lock down.</p> <p>Key Indicator 5 – Normal Sports competitions entered but Lock down prevented Netball and cricket season.</p>	<p>Key Indicator 1 – plan for Active Mile was halted due to school look down. Trial run was carried out with Key worker children</p> <p>Key Indicator 2 – provide class resources for display/lesson about healthy living</p> <p>Key Indicator 4 – Start clubs again by finding safe way to operate within bubbles</p>

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

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 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £90.00	Date Updated:		
What Key indicator(s) are you going to focus on? Key Indicator 3				Total Carry Over Funding: £90.00
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 2020.	80% (approx.)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80% (approx.)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not known%
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: £18,400		Date Updated: 2.11.20	
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?:	
Ensure children have the opportunity to complete 30 active minutes per day. Focus on enjoying active playtimes.	Continue assemblies. Provide more equipment. Get organisation to set up and risk assess 'active mile'. Investigate lunchtime activities run by MDS.		£3,000	<i>Possible ways to evidence: Children have ideas on games to play. Equipment is available for games. Children can access play leaders for help.</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?:	
Children are able to say why exercise is good for you: strong bones, more energy, more flexible	Encourage healthy living activities through class based and assembly based learning. Use display area to promote healthy lifestyles and sporting achievements.		£1,400	<i>Possible ways to evidence: Pupils can say why exercise is good for you. Pupils can name healthy snacks.</i>	

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:
PE lessons will provide all children with a positive and engaging experience which benefits their well-being.	Assess what support existing staff need. Allocate professional PE resource to areas with most need. Recovery programme will be needed when inside PE is permissible again on School Risk Assessment.	£11,000	<i>Possible ways to evidence: Assessment by staff of knowledge to deliver different sports. Assessment by staff of confidence to deliver different sports. Assessment of Dance and Gymnastics once lessons resume.</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:
Ensure children experience a wide range of sports.	KCC coach to teach cricket to Year 4. Ensure delivery of handball continues. Special taster days for sports; e.g. kabaddi, bocce	£2,000	<i>Possible ways to evidence: What sports do children know? Questionnaire for children</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:
Create multi-discipline competitors and show pathway for younger students.	Due to lock down, alternative ways to have competition will need to be found. Virtual Games will offer one path way to events, e.g. Cross Country, Sports Hall	£1,000	Virtual Cross Country <i>Possible ways to evidence:</i>	

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