

# 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 **31<sup>st</sup> 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"> <li>• We have trained 2 members of staff in rebound therapy</li> <li>• Purchases rebound equipment to support rebound sessions</li> <li>• We have new equipment to support new sports in primary PE lessons/clubs</li> <li>• Offered certificates and badges to all Year 6 pupils who went swimming.</li> <li>• We trained another member of staff in teaching swimming</li> <li>• Two members of staff were trained in teaching active literacy lessons</li> <li>• Physical activity signs on the MUGA has improved pupils engagement in lessons and has allowed older pupils to lead warm ups etc</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to attend sports events/competitions this academic year due to covid – 19.</li> <li>• Unable to go on trips in the local community due to Covid – 19.</li> <li>• My personal best character education</li> <li>• To train lunch time supervisors to support lunch time physical activity.</li> <li>• Bike ability scheme</li> </ul>

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

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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £6000</b>	<b>Date Updated: 07/03/2021</b>	
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b> £6000
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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?:
1. Wall bars in gym	To be used by all primary pupils when doing gymnastics during curriculum lessons and lunch times clubs	£1868	Pupils in primary can now access wall bars during their gymnastics lessons and increase their confidence and skills in gymnastics.	Engagement of all pupils in regular physical activity. Broader experience of a range of sports and activities offered to all pupils
2. Gymnastics mats	Our old mats were extremely old and had holes in. New mats to be used by all primary pupils when doing gymnastics during curriculum lessons and lunch times clubs	£886.80	Pupils in primary can use mats during their gymnastics lessons and other topics to increase their confidence and skills in gymnastics.	Engagement of all pupils in regular physical activity. Broader experience of a range of sports and activities offered to all pupils

<p>3. New ActiveAll sports wall to be used during curriculum time and as extra-curricular activity</p>	<p>Have 2 active walls in primary playground to encourage physical activity during curriculum lessons, lunch and break times and after school clubs</p>	<p>£1000</p>	<p>Has encouraged more children to be active on the playground. Help with hand eye coordination, turn taking, competitiveness, mental agility and concentration</p>	<p>To use in PE lessons as part of multi skills and team games.</p>
<p>4. A broader range of activities offered to our pupils - Indoor trampoline</p>	<p>Rebound offered to our Primary complex needs pupils to strengthen their core muscles and work towards achievements</p>	<p>£2577</p>	<p>To enable children to have rebound therapy lessons. Has improved mobility, children's balance and communication skills</p>	<p>Rebound therapy to be introduced to the primary children in the chestnut centre.</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? <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 2020.	14%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	14%
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?	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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £16,584		<b>Date Updated:</b> 07/03/2021	
<b>Key indicator 1:</b> 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: 6%
Intent	Implementation		Impact		Sustainability and suggested next steps:
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?:	
Identify inactive pupils/pupils who have not met their termly targets	Purchase a range of equipment to help support/encourage exercise during break and lunch times	£400	Pupils were able to choose a lunch time club that they would enjoy to participate in. PE assessments/monitoring have shown more progress with these pupils.	Pupils have continued to join in lunch time clubs	
Purchase home learning equipment for our PP children during lockdown	We made up 43 boxes of home equipment to be delivered/picked up by Primary Pupil premium children	£600	We have seen lots of photos on Twitter of pupils using and enjoying their home sports kits. This has increased family engagement with physical activity too	Families were able to enjoy physical activity during home learning. We can add to these packs yearly to continue family engagement at home.	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:

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Supported by:



				38%
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?:
Bouldering wall	To be used by primary children during curriculum and extra-curricular activities (break, lunch clubs)	£5750	Pupils are accessing this during PE lessons and lunch and break times. This also helps with behaviours as is a good distraction/something to focus on to deter from negative behaviours.	Can be used for intra school competitions going forward
Agility set for gym	To be used to aid Gymnastics lesson and allow pupils to use their imagination and be creative when travelling.	£500	Pupils have the correct and most up to date equipment to meet their targets/progress/expectations.	To create a Gymnastics lunch time club for primary pupils to attend



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1.63%
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 teach skills through PE that children can transfer into other lessons, to life in school and to their wider environment	My personal best challenge - Develop and apply life skills that will support pupils to flourish in PE, school and life. To improve health and wellbeing and personal skills	£169.50	Pupils are more resilient and keep trying when they don't succeed. It has created opportunities to overcome challenges.	To apply these skills to school life and in their wider environment.
To challenge staff perceptions of PE.	Conduct a staff survey to better understand perceptions of PE and teaching PE. Deliver targeted CPD training with a focus on 'Challenging perceptions'	£100	To be aware of staff's barriers/difficulties when teaching PE across the school. Enable us to target areas of development and book CPD training where necessary.	Continue to improve teaching of PE across the school, so all staff feel confident and comfortable teaching PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				51.25%
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>Additional achievements:</p> <p>A broader range of activities offered to our pupils - Outdoor trampoline</p>	<p>Primary pupils to enjoy a broader range of activities during curriculum and break/lunch times. Helps with strengthening core muscles, balance and coordination</p>	<p>£8500</p>	<p>.Primary pupils are now accessing the field daily and can use the trampoline. This has improved their balance; they are now looking forward to exercising on the field. It has supported Primary PE lessons in gymnastics and multi sports.</p>	<p>Pupils to start to learn shapes and new jumps on the trampoline. Older classes in our school could help the younger ones and teach Primary children how to make different shapes. Challenge cards to be available with different challenges to tick off. (Shapes, turns, jumps).</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.20%
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:
Regular opportunities to take part in challenges and competitions	Pupils have taken part in the Worcestershire Summer and Autumn virtual School games. We have taken part in Pentathlon, infant agility, boccia and multi skills.	£200	Pupils are regularly taking part in friendly competitions and challenges within school and virtually with local schools.	When possible, re-establish links with local primary schools to take part in competitions.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	C.Brookes
Date:	
Governor:	
Date:	13.07.2021