

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 minibus 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

Created by:



Active Partnerships



how to complete the table please click [HERE](#)

supported by:



LOTTERY FUNDED

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>Improved skills of teaching staff, relying on previous experience and a collaborative approach especially within key stage 2.</p> <p>All children participating in joint P.E lessons at present so all children are receiving differentiated age related outcomes across all areas of P.E. currently being delivered. This is due to low numbers because of Covid-19. However it is an area that is allowing staff to learn from each other and develop lessons outside of their own class.</p> <p>Upgraded equipment making for better resources in the delivery of P.E.</p> <p>A wider range of sports being delivered depending upon the cohort of children.</p> <p>Increased use of technology within P.E. with the use of an Interactive white board.</p> <p>Blending learning approaches including access to web based P.E lessons for home schooling children.</p> <p>Children having access to P.E. Kits which does not limit participation of any child.</p> <p>Daily activity on arrival</p> <p>Encouraging physical activity during the school day – break times (staff supported activities such as tag and football) and within choose time (just dance)</p>	<p>Continually updating P.E. resources as equipment becomes dated or beyond practical repair.</p> <p>Means to participate in a range of P.E. activities off-site</p>

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 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £1700.00	Date Updated: 01/03/2021	
What Key indicator(s) are you going to focus on?				
Intent	Implementation	Impact	Total Carry Over Funding: £	
Encourage activity during the wider school day (break times and choose times as appropriate depending upon the cohort within each class).	To introduce recently purchased equipment within the school day to encourage physical activity and exertion.	We previously bought a wide range of new sports equipment for children to access during the school day, due to a range of factors including COVID-19 and the seasonal conditions much of this	Discuss with staff the range of new equipment we have in storage and how best to utilise these resources. If needed give staff training in the use of the new equipment.	
Enable children to access a range of physical activities that are not school based and therefore offsite.	Contribute P.E budget and previous underspend budget allocations to the purchase of a school minibus which will therefore allow off site education to occur.	£1700.00	We will be able to participate in a range of P.E. activities off site including those ran by other school settings, specialist service providers	
			Increased participation in a range of offsite P.E. activities that would otherwise not be accessed.	

Created by:



Supported by:



--	--	--	--	--

Created by:



Supported by:



Meeting national curriculum requirements for swimming and water safety.	We currently have no year 6 children on jigsaw roll.
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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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: £3300.00	Date Updated: 01/03/2019	
<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: %
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Enable children to access a range of physical activities that are not school based and therefore offsite.	Contribute P.E budget and previous underspend budget allocations to the purchase of a school minibus which will therefore allow off site education to occur.	£3300.00	We will be able to participate in a range of P.E. activities off site including those ran by other school settings, specialist service providers
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>			
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:
All children to participate in wearing Jigsaw Pedometers before they start the Jigsaw Jaunt and the more obstacle course based version (weather dependent) upon arrival.	All staff to be able to participate in the Jaunt or to encourage another form of physical activity upon arrival.	N/A	Once COVID-19 restriction are removed children will be given access to 'Jigsaw Pedometers' and encouraged to register as many steps as possible during the school day.
			To encourage physical activity and increased movement throughout the day, starting with a morning activity.
			Sustainability and suggested next steps:
			Percentage of total allocation: %

Created by:



Supported by:



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

%

Intent	Implementation	Funding allocated:	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:	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
In order to improve progress and achievement of all pupils the focus is on up-skilling the staff.	Staff to continue to collaboratively plan and deliver P.E. to share their skills and knowledge within the area.	N/A	Children to show increased skills and shared experiences. Staff to feel more confident and competent across a range of P.E. activities that they can transfer to their own classes after COVID-19 restrictions are removed.	To observe sessions being delivered by other teachers within the school.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

%

Intent	Implementation	Funding allocated:	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:	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To access specialist P.E. providers who can give the children experiences that are not available within school. To access settings that will encourage physical activity that children will be able to participate in themselves – such as the beach.	After COVID-19 restrictions and limitations are removed, speak with a range of providers about any collaborative activities that may be able to take place.	N/A due to Covid.	Again COVID-19 has impacted on the delivery within this area and as such there is currently nothing to report.	Due to COVID-19 this area is currently hard to implement due to national and local restrictions/lockdowns. However with the purchase of a school vehicle we will engage in a wide range of offsite activities.

Key indicator 5: Increased participation in competitive sport

				Percentage of total allocation:	
				%	
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
School sports day. Promoting a willingness to achieve and appropriate competition.	Subject leader to organise sports day, staff to be made aware of role in sports day.		Children enjoying, build up to sports day should see children learning new games/activities.	Yearly sports days to be continued.	
Inter school competitions.	Competitive sports can be hard for our school, so subject leader will ask for children to be competing within weekly PE lessons.		Questioning teachers about children's attitude towards competitive sports.	I would like to seek advice from other SEMH schools and hopefully compete against each other.	

Signed off by

Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	