

# 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](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 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:
<p>Introduction of new sport – King ball. Good for skills development – especially team working skills.</p> <p>Sports Leader voted Lockdown Hero for his hard work during the lockdown period – motivating children to keep fit during this time and supporting their participation in the North Suffolk School Games virtual tournaments as well as setting daily challenges.</p> <p>Finishing first out of 20 schools in the School Games virtual tournament championship (over the 8 virtual tournament), finishing in the top three in each separate event. Also winning the Sports Day virtual tournament. Major achievements on behalf of the school by the children and the Sports Leader.</p> <p>Raising the profile of PE throughout the school, with parents and carers and within the local community.</p>	<p>Swimming – Establish a plan once the sports centre reopens. Year 5 and 6 – half of the cohort have not met the national curriculum objectives due to lack of opportunity (Sports Centre closed in March and is not due to re-open until February/March 2021).</p> <p>Develop new sport for next year, think about any costs attached.</p> <p>Post lockdown, pupil perception study of children’s thoughts surrounding PE and PA.</p> <p>Use the above to timetable an after school programme of sports, post lockdown, tailored to children’s needs/wants.</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: £0.00	Date Updated:	Total Carry Over Funding: £
Broader experience of a range of sports and activities offered to all pupils			
<p><b>Intent</b></p> <p>Your school focus should be clear how you want to impact on your pupils.</p>	<p><b>Implementation</b></p> <p>Make sure your actions to achieve are linked to your intentions:</p>	<p><b>Impact</b></p> <p>Carry over funding allocated:</p>	<p><b>Impact</b></p> <p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p>
<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>			

<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.</p>	
<p>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.</p>	38%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl], backstroke and breaststroke]?</p>	20%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	20%
<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>	No – But may well use this to catch-up “missed” children, due to lock down, in Year 6

## 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: £19590.00	Date Updated:
<p><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</p>		
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: At least 120 minutes of physical education a week. Children to be active during breaks and lunch times. Children to be active, where appropriate, during classroom times	Make sure your actions to achieve are linked to your intentions: Two PE lessons a week (120 minutes). Active break times encouraged. Lots of standing up and movement in classroom (where Covid-19 restrictions allow) instead of hands up approach (active classroom)	Evidence of impact: what do pupils now know and what can they now do? What has changed?: PE timetabled. Children will be more active and guidelines met, and exceeded.
	Funding allocated: Sports Leader salary	
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>		
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
	Funding allocated:	
<p>Percentage of total allocation: 100% - all other monies from the school PE budget, not PE premium</p>		
<p>Sustainability and suggested next steps: Post Covid – Playleaders to encourage active play at breaks and lunch times. Lunch clubs organised with a push on being active</p>		
<p>Percentage of total allocation: %</p>		
<p>Sustainability and suggested next steps:</p>		

<p>To encourage participation in PESSPA (Physical Education, School Sport, Physical Activity)</p>	<p>Teachers leading PE. Teachers learning from sports lead and improving own practice. Post Lockdown –Teachers leading lunch and after school clubs Sports leaders leading lunch and break time activities Work closer with ONElife Suffolk on workshops (already working by advertising virtual events – look to improve relationship later in the year)</p>	<p>As mentioned, Sports Lead Salary. Equipment - £500</p>	<p>Children more active. Less problems regarding behaviour as children physically challenged, not “bored”. School sports involvement increases.</p>	<p>Sports leaders to train the next generation of leaders at the end of the year. Year 6 children (leaders) to help to train children ready for SS tournaments next academic year)</p>
<p>New layout for the Sports Hall</p>	<p>New layout to be approved by HT before being sent to line makers</p>		<p>More sports can be delivered properly and clearly as lines match the game being played. Pupil understanding of the game increased.</p>	<p>Court designs to be held on record and available to be used again next year.</p>
<p>New designs in the wall</p>	<p>Designs of famous athletes and motivational statements to be added to the walls.</p>	<p>£60</p>	<p>Inspire pupils to be even more competitive where PE is concerned</p>	<p>Pictures will last for many years to come.</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: %	
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:	
Staff to be upskilled by Sports Leader		Staff to attend PE session initially taken by Sports Lead, leading to teachers taking more control of each session.		Pupils receive higher level of QFT. Teacher confidence = higher level quality of PE	
		Sports Lead and PE co-ordinator to attend gymnastics course. Then, take a twilight to uplevel staff knowledge and allow for more confidence when teaching this area of the PE curriculum		New equipment to replace old	
Purchase Safe Practice book from AfPE		To ensure that safe practices are in place during physical education lessons, including skills development and game situations as these are different and require different strategies regarding safety		Safe practice will occur. Staff aware of recommendations surrounding safe practice.	
		£100 – course fees			
		£200 additional equipment			
		£50			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: %	
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:	
		Funding allocated:			



Additional achievements: Bikeability	Sports Lead to contact Bikeability instructors and arrange visit for Year 5 children. Administrative tasks shared with office staff.	£200	Children are now more road safety conscious and can safely cycle to school	Sports Lead to be trained up to take sessions in the future
Introduction of new sport – table tennis	New tables and equipment to be ordered	£1500 tables £200 equipment	New sport learned and participation in physical activity for hard to reach children increased (as well as all other children)	Tables and equipment do not need replacing for a number of years. Lesson plans written and shared.
After School clubs post lock down	Children asked what clubs they would like, across each key stage.	£200 new equipment	Increase participation.	Can change sports/activities each term to involve other children. Ballot system in play.
Panathlon event	Seek advice from Panathlon UK in order to run our own in house competition for our SEN / nurture children	£50 new equipment	Increased participation of SEN children	Once we have run this once, we will have the necessary resources to make this an annual event, outside of the School Games Inter-School event in order to increase participation

<p>New planning tool being adopted</p>	<p>Different sports and physical activities being developed to allow a broader curriculum being delivered</p>	<p>Free on trial basis (cost to be incurred if adopted - £500)</p>	<p>Excellence and enjoyment with wider range of PESSPA being delivered</p>	<p>Plans printed and available to all staff</p>
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**Key indicator 5: Increased participation in competitive sport**

Percentage of total allocation:			
%			
Intent	Implementation		Impact
<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:</p> <p>Last year 100% attendance in virtual sports competitions. Same intent for this academic year</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Sports Lead to involve all pupils in intra-school virtual tournaments. Also inter-school.</p>	<p>Funding allocated:</p> <p>£0</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>100% of children will be able to represent their school. New skills developed as a result. Competitive strategies used by pupils to increase their match environment understanding and skills as they are aware they are competing against other schools in the area</p> <p>Sustainability and suggested next steps:</p> <p>Post lockdown, increase participation within the competitive schools sports activities</p>
<p>Use A, B and C teams in inter school competitions as appropriate</p>	<p>Train teams rather than a single unit</p>	<p>£0</p>	<p>This is an ethos and one that will be advised to be undertaken by the next PE coordinator.</p>

Signed off by	
Head Teacher:	<i>JC</i>
Date:	14/4/21
Subject Leader:	<i>[Signature]</i>
Date:	14-APR-21
Governor:	

Date: