

# 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 July 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](#).

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 July 2021.

<b>Academic Year: September 2020 to August 2021</b>	<b>Total fund carried over: £3,800</b>	<b>Date Updated: 14-04-2021</b>		
What Key indicator(s) are you going to focus on? <b>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 &amp; Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils</b>				Total Carry Over Funding: £3,800
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>How do you want to impact on your pupils?</b>	<b>Actions to achieve linked to the objectives:</b>	<b>Carry over funding allocated:</b>	<b>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?:</b>	<b>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</b>
Key Indicator 1 - Children will develop their gymnastics skills, overall coordination and core strength and fitness during gymnastics PE lessons.  Key Indicator 4 - Children will broaden their opportunities to take part in gymnastics outside of curriculum time.	Purchase gymnastics equipment.  Start a high quality after school Gymnastics Club for all pupils. This will be run by a local gymnastics club.	(£3,800 – from 19/20 Sports Premium funding	Evidence that equipment is being used in school enabling all children to develop their gymnastic skills.  Evidence that a range of children are taking part in extra curriculum gymnastics and this is having a positive impact on their physical activity, engagement and enjoyment of sport	Ensure that CPD enables staff to make most effective use of the equipment in lessons.  Time and venue available for the club to take place. Give children the opportunity to perform at school.  Due to the club being run by an external club, children will have the opportunity to perform and compete for that club outside of school.

<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?</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 2020.</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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

## 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: £19,330	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>				Percentage of total allocation: %
Intent	Implementation		Impact	Sustainability and suggested next steps:
What do pupils need to know and be able to do, and what do they need to learn and consolidate through practice:	Actions to achieve this linked to intentions:	Funding allocated:	Evidence of impact: what do pupils know now and what can they do? What has changed?	
<ul style="list-style-type: none"> <li>Pupils need to know the importance of being physically active. Need to be given opportunities across the curriculum to take part in physical activity.</li> </ul>	Children participate in a wider range of physical activities, promoting health and supporting their well-being. Promote the use of BBC Supermovers, brain breaks, Active Kids Do Better etc. within the curriculum. Active 30 audit with staff. Reminding staff and children that Increased activity levels are important for improving physical and mental wellbeing as well as focus and concentration.	£3,500 (SSP)  £500	That children will have a better understanding of the importance of being physically active. We have the opportunities for a more active curriculum. Increased understanding of activity levels, physical and mental wellbeing improved, improved focus and concentration Pupil voice activities with targeted groups of pupils.	
<ul style="list-style-type: none"> <li>Have the opportunity to develop the skills of class sports leaders', encouraging their peers to be active. Children to be able to access a range of physical activities and take-up part in active play during playtimes and lunchtimes.</li> </ul>	Appoint class play leaders and provide training for them. Class play leaders will be responsible for leading fitness games and the equipment required for this. Introduce and coach Play Makers within each bubble to encourage active play at break and lunchtimes Children are involved organising equipment and resources to enrich our outdoor environment.	£1,100 (PE Store Asst)	Monitoring of children's engagement in active learning, playtimes and PE by subject lead. *Class play leaders develop their leadership skills and knowledge of sports and children in KS1 and KS2 have further opportunities to take part in fun physical exercise. Monitoring of children's engagement in active learning, playtimes and PE by subject lead.	Reintroduce further opportunities for children to lead and support their peers and younger children eg Sports Leaders

<ul style="list-style-type: none"> <li>• Have the opportunity to attend extra-curricular clubs when able to happen.</li> </ul>	<p>Class bubble clubs will be made available over lunchtime</p>	<p>£1,000 lunch club</p> <p>£1,000 clubs</p>	<p>Children have further opportunities to take part in organised sport</p>	<p>Range of extra-curricular activities developed following consultation with pupils, SSP, staff and local clubs.</p>
--	---	--	--	---

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>What do pupils need to know and be able to do, and what do they need to learn and consolidate through practice:</b>	<b>Actions to achieve this linked to intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils know now and what can they do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
<p>Children will have the opportunity to be involved in a variety of PE, sports and physical activities to help raise their levels of physical and mental wellbeing.</p> <p>Children will be aware of, and able to articulate, the benefits of physical activity to their overall health and wellbeing.</p>	<p>PE Coordinator to attend meetings/courses to update skills and knowledge and share ideas, information and best practice with staff.</p> <p>Staff provide increased opportunities for children to take part in active collaborative activities with their peers across the curriculum and reflect on the benefits of this.</p> <p>PE and Sports display boards around the school to support pupils thinking about their own healthy living and physical activity.</p> <p>Aspirational thinking with information about national and international sports stars and events. Links with road safety weeks etc.</p>		<p>Children can talk about the different activities they have taken part in and how this has been a benefit to them.</p>	<p>Have a renewed focus on the development of sporting clubs and competitions and linking this to improved outcomes for pupils academically and in terms of their physical and mental wellbeing at whole school level</p>
<p>PE Coordinator to receive training to have the tools to raise the profile of PESSPA in school.</p>	<p>PE Coordinator to attend courses to raise skills and knowledge</p> <p>Expert advice is provided to support the evaluation of the school's current strengths and weaknesses, in the form of an audit, and guidance in implementing plans for improvement</p> <p>Ongoing adaptation due to Covid-19. Supporting staff in developing robust assessments.</p>	<p>£600 (£200 per day *3)</p>	<p>Increased confidence in staff relating to PESSPA regarding the benefits of physical activity for all children.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
What do pupils need to know and be able to do, and what do they need to learn and consolidate through practice:	Actions to achieve this linked to intentions:	Funding allocated:	Evidence of impact: what do pupils know now and what can they do? What has changed?	Sustainability and suggested next steps:
<p>* To ensure that all children acquire the knowledge and skills appropriate for their age and stage so they are able to make the best possible progress in PE and benefit from a high quality and inclusive curriculum.</p> <p>*All children continue to benefit from teachers' increased skills in teaching specific sports</p>	<p>To improve and broaden staff skills and expertise. Progression document produced showing clear skill pathways through EYFS, KS1 &amp; KS2. Long and medium term plans provided identifying key vocabulary and skills.</p> <ul style="list-style-type: none"> <li>• Online access for PE and School Sport resources via the SSP website</li> <li>• Additional CPD opportunities for those teaching PE and whole-school staff training (for example, on challenging the most able children).</li> <li>• Employ the services of a specialist PE teacher through Primary Steps in PE for the Autumn Term and Sports Coach from Goalsports from the Spring Term onwards</li> <li>• Training to increase teacher knowledge of how to support pupils with SEND in sport</li> <li>• Subscribe to Get Set 4 PE/PE Hub to provide staff with range of lesson plans from, video resources to support their lesson delivery.</li> </ul> <p>*Staff are able to reflect on the way sport is taught throughout the school. This will ensure high quality physical education inclusive for all children is provided.</p>	<p>£6,300</p> <p>£700</p>	<ul style="list-style-type: none"> <li>• Children benefit from receiving a carefully planned, progressive curriculum</li> <li>• Staff working with a specialist PE teacher/Sports Coach strengthens their skills enabling them to lead high quality PE lessons that can be used in the future.</li> </ul> <p>-This allows staff to observe additional strategies to support children with disabilities to enable them to be included in all areas of the PE curriculum.</p> <ul style="list-style-type: none"> <li>• All children benefit from specialist teaching in school and the improved skills their own teachers have gained.</li> <li>• All teachers gain skills, using specialist resources/equipment, to extend all children's learning</li> </ul>	<p>Monitor the implementation of the new PE curriculum and measure its impact.</p> <p>Monitor and support staff through observation and scrutiny of planning.</p>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
What do pupils need to know and be able to do, and what do they need to learn and consolidate through practice:	Actions to achieve this linked to intentions:	Funding allocated:	Evidence of impact: what do pupils know now and what can they do? What has changed?	Sustainability and suggested next steps:
<p>Extra-curricular clubs developed when able to so do safely offering a range of sports and activities. *Children will become more competent in a range of sport and have access to enrichment opportunities additional to the curriculum. Children will have the opportunity to develop the cultural values of determination, honesty, passion, respect and teamwork through a broad range of sporting activities.</p>	<ul style="list-style-type: none"> <li>• Children are able to access clubs</li> <li>• Provision of alternative sports coaching through East Riding Sports Development Team and other external providers.</li> </ul>	<p>£2,000 lunchtime clubs</p> <p>£1,500 resources</p>	<p>Children across the school have been able to access a range of sport and been able to develop their skills. Children have demonstrated the values of determination, honesty, passion, respect and teamwork. Staff survey and club registers will be used to evidence this.</p>	<p>Broaden the range of sports and activities offered to children through clubs and extra-curricular activities by developing links with other providers. Broaden the range of sports and activities available in PE lessons. Wider awareness of inclusion and disability resulting in improve access for children with special needs</p>
Additional achievements:				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
What do pupils need to know and be able to do, and what do they need to learn and consolidate through practice:	Actions to achieve this linked to intentions:	Funding allocated:	Evidence of impact: what do pupils know now and what can they do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Children have opportunities to participate in competitions and events</li> <li>Children will have the opportunity to take part in sport and fitness additional to the timetabled 2 hours of physical education taught each week.</li> <li>If circumstances allow, children will have opportunities to participate in training for inter and intra school competitions and events, with possibility of qualifying events for wider regional competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Regular 'beat your best' or inter-house competitions to build skills, opportunities to take part in competitions, enjoyment, develop motivation and resilience, team spirit</li> <li>Parents are informed of extra-curricular activity both in and out of school through the SSP newsletter in addition to our own.</li> </ul> <p>Sports coach to develop skills across a range of sports for children across the school</p>	<p>£1,000 upskill coaching sessions</p> <p>£200 (staff support at approx. 9 competitions)</p>	<p>Increased sense of belonging, self-confidence, development of teamworking skills, resilience, perseverance and enjoyment of sport.</p> <p>The additional 30 minutes of exercise allows children to be vigorously active and promotes health, fitness and well-being as well as enabling children to gain experience of a wide range of sports and develop their skills.</p> <p>Children will receive encouragement and praise from committed school staff to succeed in Sports in addition to their parent</p>	<p>Enable children to take part in competitions as soon as possible.</p> <p>Coach developing skills in preparation for inter school competition and events</p> <p>Parents informed of inter and intra school competition through the SSP newsletter and the school newsletter</p>

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