

# 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:
<p>Increased amount of equipment in the outside area at lunchtime – encouraging more physical activity.</p> <p>The EYFS teacher has received training and resources have been purchased to improve physical activity/development and continuous outdoor provision.</p> <p>PE Leader has attended training where she has gained an understanding of how to link and maintain current assessment systems, monitor and feedback teaching observations to staff, carry out regular PE planning scrutinies and increase confidence in teachers in assessing PE</p> <p>Amaven is being used throughout the school, providing detailed planning, assesses key skills and gives the children individual targets and activities to do at home.</p> <p>More opportunities for physical development of children in Early Years – They have attended a Multi-skills festival</p> <p>Children showed a lot of interest in the school Dance Competition.</p> <p>Class assessments have been analysed and suggested activities given to class teachers to improve in their class' weakest area.</p> <p>Professional dance teachers are running an after school club.</p>	<p>To increase the amount of physical activity each child undertakes.</p> <p>To ensure all pupils have at least 30 minutes of physical Activity per day</p> <p>Encourage more physical activity at home with the use of personal logins to online PE scheme.</p> <p>Suggested activities to be used as starters in PE lessons to develop each class' weakest area</p> <p>To provide a curriculum that is ambitious and designed to give all learners, particularly the disadvantaged and those with SEN, the knowledge and cultural capital they need to succeed in life.</p> <p>To increase PE Leader's and teacher confidence and expertise</p> <p>To improve opportunities for sport in the curriculum and in extracurricular clubs and activities.</p> <p>To encourage more children to take part in competitive sport.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? No

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.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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?	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: £17,770		Date Updated: September 2020	
<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>					<p>Percentage of total allocation:</p> <p>88%</p>
Intent	Implementation, including funding allocation		Impact	Sustainability and suggested next steps	
<p>To increase the amount of physical activity each child undertakes - each child to undertake at least 30 minutes of physical activity per day at school.</p>	<ul style="list-style-type: none"> <li>Embed the daily mile – PE lead to monitor and support teachers</li> <li>Staff training on the importance of regular movement breaks and resources available (September 2020 Wellbeing training led by Deputy Headteacher)</li> <li>Choice of several extracurricular sporting activities (if possible due to Covid-19)</li> <li>All teaching staff to be trained how to use Amaven to maximum capacity (including regular movement breaks) and coach to deliver challenge day to model assessment to staff.</li> <li>PE Leader to monitor assessment data using Amaven which provides pupils with a deeper understanding of fitness, movement, healthy eating and</li> </ul>	<p>Subject leader to share development materials with teachers regularly from The Daily Mile emails.</p> <p>£1000 for football coach for year 5/6</p> <p>Amaven subscription £1260 Training £300</p> <p>Time for monitoring etc. £560 PE leader</p>	<p>Improves children’s fitness, health and wellbeing.</p> <p>Teaches children critical life skills such as teamwork, leadership, dedication and resilience.</p> <p>Fosters love of a range of different sporting and physical activities which will encourage lifelong patterns of exercise.</p> <p>Will provide children with an enjoyable hobby they may pursue and use to build relationships and develop social skills.</p> <p>Skills will benefit children’s learning and help them throughout the rest of their lives.</p>	<p>The Daily Mile can continue year on year at no additional cost to the school.</p> <p>TAs and midday supervisors will learn through training and observing the PE coach working with groups of children. They will be able to utilise these skills in daily practice. Staff turnover and handover will need to be planned for.</p> <p>Amaven subscription will be an annual cost of £1260 if we continue using it.</p> <p>Teaching staff turnover and handover will need to be planned for.</p> <p>PE equipment will need to be maintained.</p> <p>Gym equipment should last for</p>	

	<p>emotional wellbeing.</p> <ul style="list-style-type: none"> <li>To encourage children to login to their Amaven portal at home which will show them their personal assessment in the 5 key areas and provide them with daily, personal activities which are targeted to their specific area of development.</li> <li>Employ a PE coach to deliver lunch time games activities to a different bubble each day, with a view that the children can replicate these on days when the coach is not working with their bubble.</li> <li>Training for midday supervisors by observing PE coach with regards to how to encourage physical activity at lunch times.</li> <li>2 TAs to be trained as playleaders to support physical play opportunities at break times and lunch times.</li> <li>Purchase outdoor gym equipment for all children in the school to use at break times and lunch times.</li> <li>Purchase additional PE equipment for lessons and break times.</li> <li>Lifeguard to be provided for Year 5 and 6 swimming lessons (additional cost due to Covid-19)</li> <li>Swimming lessons for year 6 pupils who did not reach the expected standard in year 5.</li> </ul>	<p>£3000</p> <p>£1109</p> <p>£7110</p> <p>£231</p> <p>£105</p> <p>£855</p>	<p>Encourages sportsmanship.</p> <p><b>Impact measured by:</b> Daily Mile progress measured by ongoing observation and inter-class competitions re. number of laps completed each week.</p> <p>Club attendance measured by termly attendance statistics.</p> <p>Children’s individual PE progress measured by children’s progress using Amaven assessment system.</p> <p>Evidence of pupil engagement with online portal.</p> <p>Evidence of pupil engagement with activities at break and lunch times.</p> <p>Pupil questionnaire at start and end of the year.</p>	<p>years and will just need to be maintained.</p>
--	--	--	--	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:	
			3%	
Intent	Implementation, including funding allocation	Impact	Sustainability and suggested next steps	
<p>To provide a curriculum that is ambitious and designed to give all learners, particularly the disadvantaged and those with SEN, the knowledge and cultural capital they need to succeed in life.</p>	<p><b>In addition to strategies already outlined above (including Amaven):</b></p> <ul style="list-style-type: none"> <li>All staff trained on the 5 Ways to Wellbeing and provided with regular resources to support this.</li> <li>Weekly PESSPA tips in the school newsletter.</li> <li>PE leader to make themselves visible in the school community, regularly liaising with parents, carers and children in order to develop the profile of PESSPA.</li> <li>Wellbeing council (to include school) to be led by PE leader.</li> <li>Progression of skills created for PE, including greater depth opportunities. PE curriculum regularly reviewed and additional resources and training provided to staff as required.</li> </ul>	<p>Deputy headteacher to deliver at September staff INSET. Regular information sent to all stakeholders.</p> <p>£560 PE leader</p>	<p>Children, staff and parents will talk confidently about the benefits of PESSPA.</p> <p>A positive mindset will be observed with regards to PESSPA.</p> <p>Pupil, staff and parent questionnaires will show an improvement in their involvement with physical activity by the end of the year.</p> <p>Clear progression of skills across the school with evidence of greater depth.</p>	<p>Regular refresher training and information will need to be provided to staff in order to ensure the profile of PESSPA is raised.</p> <p>Staff turnover and handover will need to be planned for.</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			Percentage of total allocation:	
			3%	
<b>Intent</b>	<b>Implementation, including funding allocation</b>		<b>Impact</b>	<b>Sustainability and suggested next steps</b>
All PE lessons will be at least good.	PE leader to observe all teachers teach PE over the course of the school year and provide feedback and additional support where required.  PE leader to collect pupil voice to obtain pupils' views on PE and sport teaching and learning.  Training provided by Amaven as outlined previously.	£560 PE leader	All children will have access to a broad and balanced PE curriculum.  All children will demonstrate a positive mindset towards PE.  All children will make expected progress in PE.  Pupil survey used to evaluate impact.	Staff turnover and handover will need to be planned for.  PE lead to offer support to any teachers who require further input.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>			Percentage of total allocation:	
			3%	
<b>Intent</b>	<b>Implementation, including funding allocation</b>		<b>Impact</b>	<b>Sustainability and suggested next steps</b>
All pupils to be aware of, and have the opportunity to take part in, a range of sporting activities.	PE lead to contact sportsmen/women to talk to children in collective worships.  PE lead to liaise with external club providers to offer external club opportunities to children.  A range of clubs to be offered for all year groups in school.  PE lead to monitor number of pupils taking part in extra-curricular clubs each term.	£560 PE leader	All children will be offered the chance to take part in a range of extra-curricular sporting activities.  Children will be aware of the range of sports opportunities available to them inside and outside of school.  Pupil questionnaires will show an improvement in their involvement with physical activity by the end of the year.  Club figures will indicate that more pupils are taking part in clubs.	Clubs will need to be reviewed termly and additional opportunities sought.  Covid-19 may impact the range of opportunities the school is able to offer.



Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			3%
Intent	Implementation	Impact	Sustainability and suggested next steps
All children to have the opportunity to participate in competitive sport.	<p>PE lead to plan termly inter-house competitions e.g. dance, gymnastics, sports day.</p> <p>PE lead to monitor which children take part and make it through to the next round of competitions. Target children who are not keen to take part and encourage them to do so with support.</p> <p>PE coach to lead year 5 and 6 football clubs and competitions.</p>	<p>£560 PE leader</p> <p>£1000 as outlined previously.</p>	<p>The children will be positive about PESSPA and aware of opportunities available to them.</p> <p>The children will take part in more physical activity by the end of the year.</p> <p>More children will take part in competitive sport by the end of the year.</p> <p>Sportsmanship skills will be developed.</p> <p>Pupil, staff and parent questionnaires will show an improvement in their involvement with physical activity by the end of the year.</p>
			<p>Covid-19 may have an impact on our ability to do these in the usual way this year.</p> <p>Staff turnover and handover will have to be planned for.</p>

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