



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Afterschool clubs and lunchtime clubs – e.g. forest school, Commando Joe, multi skills... (children were consulted to ensure more children were encouraged to participate, registers kept to ensure all children’s interests were met)</li> <li>• Increased opportunities for competition (Sports day in school, year groups)</li> <li>• Purchased outdoor clothing (waterproofs and wellingtons)</li> <li>• Purchased wooden shed to house outdoor clothing</li> <li>• Purchased ‘Spacenet’</li> <li>• Play policy in place, CPD shared with all staff and children</li> </ul>	<ul style="list-style-type: none"> <li>• Widen the range of after-school opportunities available</li> <li>• Markings on two top playground to encourage tennis, basketball and other ball games. To be used competitively.</li> <li>• Re-introduction of bikeability</li> <li>• More opportunities to use our new outdoor space –including use of Spacenet, parallel bars and chin up bars. Outdoor clothing bought to encourage children to explore even in the rain. New shed to house all outdoor clothing to be constructed over the summer break, in readiness for September 2021.</li> <li>• To purchase parallel bars, chin up apparatus and six peak shelters to encourage play at break and lunchtimes</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
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.	70% - carried over from year 5 percentage. We didn’t have lessons this year due to COVID-19.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62% -- carried over from year 5 percentage. We didn’t have lessons this year due to COVID-19.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not tested this year.

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?

Yes, usually but NA this year due to COVID-19.

## 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: £17,910		Date Updated: June 2021	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					100%
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?:	
<p>Purchased ‘Spacenet’ play apparatus. Climbing is an excellent activity for releasing excess energy and stress. Climbing equipment is well suited for our new outdoor space. The equipment also provides perfect meeting places for children.</p> <p><b>The mast top and highest rungs</b>  <b>Physical:</b> spatial awareness gets trained, and arm muscles used to hold tight.  <b>Social-Emotional:</b> children will learn about courage and self-regulation when climbing up high. This positively affects self-esteem.</p> <p><b>Net meshes</b>  <b>Physical:</b> coordination as well as spatial awareness are trained when</p>	All pupils encouraged to take part in activities either during lunchtime or after-school.		<p>£6,410            Part funded by sports premium allocation.</p>	<p>Increased participation levels (numbers monitored at break and lunchtimes).            Positive self-esteem            Improved co-ordination            Core strengthened            Positive competition</p>	Our Physical and Emotional Wellbeing Lead to monitor the quality of activities and the number of children participating.

<p>climbing and sitting in the net. Muscle strength of arms, legs and core gets used. Cognition: physical memory, logical thinking, concentration.</p> <p><b>Transparency</b> <b>Social-Emotional:</b> the transparency makes possible cooperation and positive competition through and throughout the net.</p>				
<p>Bikeability for all pupils in year 6, this will encourage more children to safely cycle to school and support increasing fitness.</p>	<p>All pupils to take part in bikeability training November 2021.</p>	<p>No cost</p>	<p>Increased % of pupils cycling to school during the summer months. We have a new bike rack/shed, as we have recently been part of the PSPB2 rebuild programme.</p>	<p>Due to COVID-19 this will take place next year.</p>
<p>Commando Joe, working with the whole of year 5 each Wednesday and an after school pe club (open to all year groups – maximum of 20 children). Building the confidence of primary school children. The programme develops this resilience through many activities, being part of the team, performing challenges or having a leadership role.</p> <p>The programme contributes to physical, spiritual, moral and social wellbeing</p>	<p>Year 5 children and whole school opportunity to participate in an after school session. All children who reach year 5 will have the opportunity to participate. Year 4 have Forest school, Year 3 National Trust style activities and Forest School and year 6 bikeability and local community activities.</p>	<p>£11,500</p>	<p>Increased participation levels (after school registers kept)</p> <p>Increased levels of engagement</p> <p>Improved physical activity, resilience and wellbeing</p> <p>Improved staff confidence and knowledge (staff observations/questionnaires)</p>	<p>Improved staff confidence to enable sessions to be delivered by teaching staff alone.</p> <p>Impact measured, using soft data – questionnaire given to children who have participated</p>

Daily Mile to get all pupils undertaking additional activity every day to build fitness and resilience.	Use of playground areas at the top of the school		All pupils involved in additional activity every day.	Daily mile embedded in school day
<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:
				0%
<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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Celebration fundraising event to ensure the whole school is aware of the importance of PE and Sport	Liaise with events such as National Sports Relief programme and organise a series of activities (All children and staff to be involved, COVID permitting)	None	Increased participation levels in sport and activity registers  Increase knowledge of world issues and raising profile of PE and Sports	Pupils access additional activities both within and outside of school

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
Joined afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date.	All able to access membership information on afPE.  CPD planned for all teaching staff.	£ 93 per year	Wide ranging expertise within afPE – all pupils will benefit from knowledgeable and confident staff who are able to keep up to date with all developments.	Ongoing – membership will be renewed each year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:
Additional achievements:  Continue to offer a wider range of activities in order to get more pupils involved.  Focus on decreasing obesity	Arrange a pupil survey to ascertain what pupils would like via school council.	None	Increased participation in a range of sports activities (after school registers)  Increased number of sports club opportunities available  Improvements in resilience, self-esteem and health (questionnaire)	Afterschool physical activities offered Two 15 minutes break times (one am one pm)  Look at inactivity in other years groups.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Sports day – Year groups  To introduce additional competitive sports in order to engage more pupils.	To investigate opportunities for school to be involved with local competitions for next year.	£200	More pupils engages with competitive opportunities (registers).	Continue to involve children in observing and participating in competitive sports.  Look at other opportunities for events that could take place, (dependant on current restrictions due to COVID 19)
Other indicator identified by school: Additional Swimming – all children in all year groups have an opportunity to participate				
Due to COVID-19 not all year groups were able to have this opportunity. This will be looked at again for 2021-2022.				

Signed off by	
Head Teacher:	Mrs Sandra Wiseman
Date:	15.7.2021
Subject Leader:	Mr Jason Beech
Date:	15.7.2021
Governor:	Mr Colin Avern
Date:	15.7.2021