

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2020/  
2021

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.

NB: There is no funding from 2010-2020 to roll over into this academic year.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Successfully completed majority of targets from 2019-2020 despite Covid related disruptions to some targets.</li> <li>• Increased success in inter-school sports Increase in girls extra curricular participation Sept-March 2020 compared to previous year</li> </ul>	<ul style="list-style-type: none"> <li>• House system was not embedded due to Covid and needs further attention 2020-2021</li> <li>• Adaptations to PE Curriculum map needed as a result of Covid restrictions around participation and resource sharing</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.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%

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: 2019/2020		Total fund allocated: £19,00	Date Updated: July 2020	
<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:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	16%
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:
1) Increased physical activity being chosen by pupils in their Bubble groups during break and lunch periods, despite a reduction in play spaces as a result of Covid risk assessment	Investment in PE resources that can be used independently by the children. Resources to be categorised by Bubbles and to be shared on a rota system to allow sufficient time between Bubble use. Training of monitors from each bubble to ensure safe use and responsibility for these resources Monitoring of lunchtimes by Learning Mentor (timetable change to ensure this period is separated from her own lunch break) to include teaching of core games/skills	£1,500 resources £1950 staffing	•	No need for staff intervention as regularly in future if children embed the required skills this year
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	16%

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:
1) To raise the profile of PESSPA through increased interventions for identified children linked to behaviour, SMEH and SEND needs	<ul style="list-style-type: none"> <li>Utilize skills of specialist PE teacher to deliver interventions specific to increasing physical activity in identified children</li> </ul>	£3000		Trial for one year. Must evaluate impact as this is an expensive option as opposed to delivery by support staff

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	3
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:
Increase staff repertoire of known games sports through CPD led by PE teacher	<ul style="list-style-type: none"> <li>Staff CPD on Kurling, Boccia Target throw, Long Throw (Howlers), Hockey Shoot linked to House Competition</li> </ul>	£500	<ul style="list-style-type: none"> <li></li> </ul>	resources to also be purchased for longer term use
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	73
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:
1) To invest in replacement playground apparatus to ensure challenge in physical activity, including those with physical impairment	<ul style="list-style-type: none"> <li>Purchase and install new apparatus , part funded with WSA fundraising</li> </ul>	£14000	<ul style="list-style-type: none"> <li>One off purchase but would like to consider longer term additions so that additional capacity fir use can be achieved</li> </ul>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	3
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:
1) To introduce all children to skipping as a means of exercise, goal accomplishment and wellbeing	<ul style="list-style-type: none"> <li>Organise for a skipping workshop and resource sale for all children Years 1-6</li> <li>Commit to MKSSP skipping competitions (virtual) across schools</li> </ul>	£500	<ul style="list-style-type: none"> <li></li> </ul>	

Signed off by	
Head Teacher:	Carrie Matthews
Date:	September 2020
Subject Leader:	Aaron Gould
Date:	September 2020
Governor:	Raymond Moodley
Date:	October 2020