

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by





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:

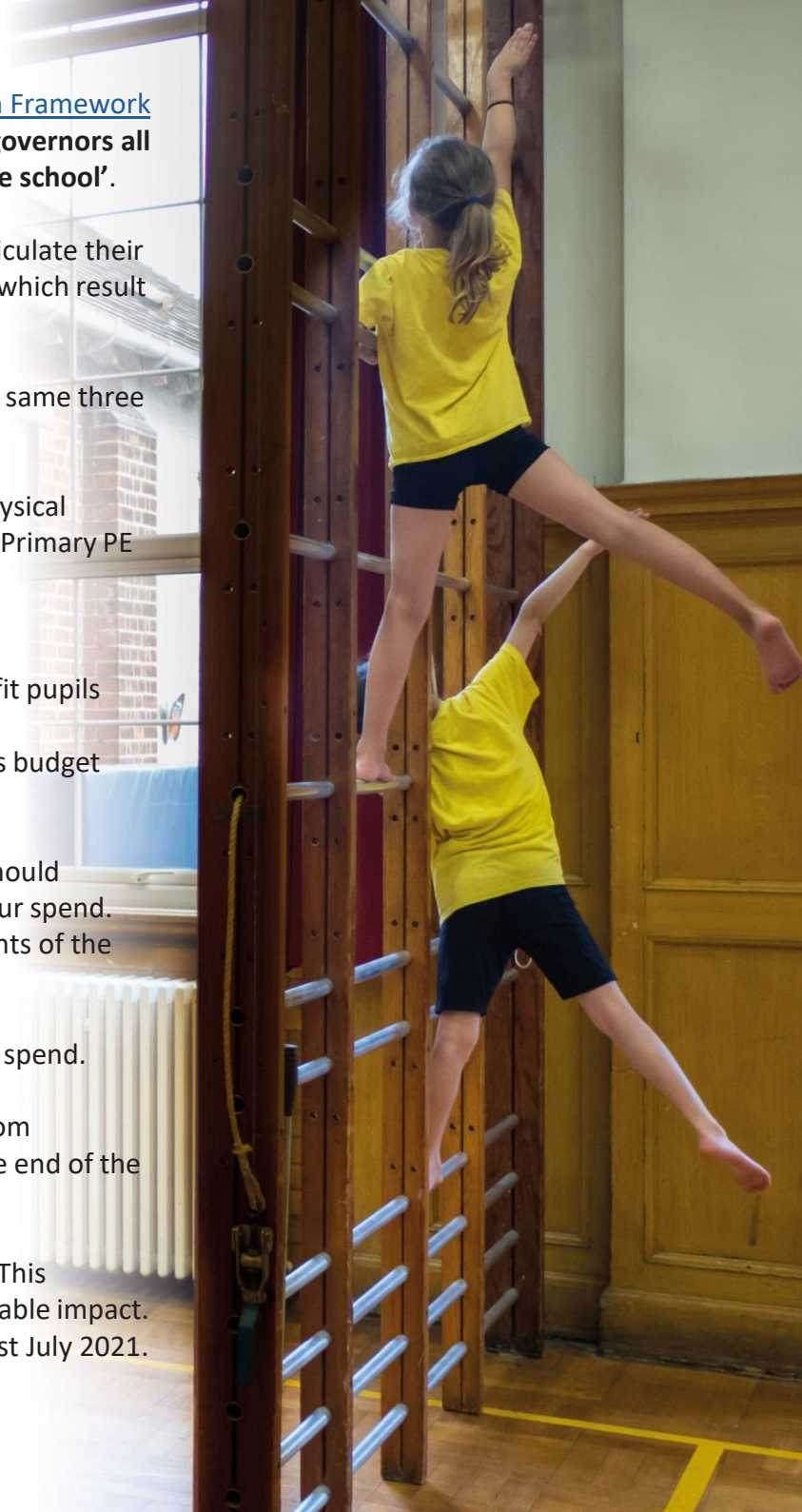
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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, including any under-spend from 2019/2020, 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.

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:
<ul style="list-style-type: none"> <li> <b>Continue to monitor involvement in sporting events and clubs and actively seek out those not engaging.</b>  - aiming to improve upon 72% (academic year 2018-19) club participation  <b>2019-20 OUTCOME:</b> 55% of children attended before/after school sports clubs during Autumn and Spring before school closures (COVID 19). Positively, 68% of KS2 had participated in Autumn/Spring meaning that we were on track to make an improvement on last year's participation rates. This would have been made possible with targeted WISPA groups for the Summer Term (26 girls identified as inactive in KS2 clubs) and further targeted groups would have taken place following a pupil voice survey (targeting both boys and girls that had yet to attend a club). Clubs for Year 1 and EYFS were due to run in the Summer term (only) and this would therefore have raised the overall percentages, however this did not occur due to COVID 19.  - aiming to improve upon 81.4% (academic year 2018-19) attending a sporting club, festival, event or competition  <b>2019-20 OUTCOME:</b> 94% of Reception to Year 6 pupils attended a sporting club, festival, event or competition.  - aiming to improve upon the KS2 pupils attending competitive sporting events with other schools from 36.95% (academic year 2018-19)  <b>2019-20 OUTCOME:</b> 73% of KS2 pupils participated in a competitive sporting event between Autumn 1 and Spring 2 (Summer 1 and 2 events cancelled due to COVID) </li> <li> <b>Improve the profile of PE through purchase/installation of trophy display unit</b>  <b>2019-20 OUTCOME:</b> trophy cabinet purchased and trophies displayed </li> <li> <b>Continue to monitor EYFS steps of progress to improve upon 2018/19 (71% achieving 6 steps)</b>  <b>2019-20 OUTCOME:</b> 61% of EYFS children had made 6 steps of progress in 'Moving and Handling' and 43% in 'Health and Self Care' (52% average) by Spring 2. <u>Due to COVID progress for the full year is unavailable.</u> 89.3% of EYFS children had made 4 steps progress by Spring 2, therefore we were on track to improve on last year's progress and meet our intention </li> </ul>	<p>Targets adapted and carried forward from previous year:</p> <ul style="list-style-type: none"> <li> - aiming to improve upon 72% (academic year 2018-19) club participation  <b>2020-21 OUTCOME:</b> Clubs have not been able to proceed as planned due to COVID restrictions. Target to continue in 2021-22. </li> <li> - aiming to improve upon 81.4% (academic year 2018-19)/maintain 94% (academic year 2019-20) attending a sporting club, festival, event or competition  <b>2020-21 Outcome:</b> 100% of Reception- Year 6 pupils have been able to take part virtually in at least one event/competition/challenge this year (skipping challenge, KS1 Pentathlon, football challenges, Sportshall athletics, 5k challenge). This target will continue next year, with the intention of face-to-face and virtual and events being offered. </li> <li> - aiming to improve upon the KS2 pupils attending competitive sporting events with other schools from 36.95% (academic year 2018-19)/73% (academic year 2019-20)  <b>2020-21 Outcome:</b> All KS2 children have attended virtual events. </li> <li> -Continue to monitor EYFS steps of progress to improve upon 71% achieving 6 steps (academic year 2018-19) and 52% (2019-20 academic year (data until Spring 2 due to COVID))  <b>2020-21 Outcome:</b>  EYFS data: Moving and Handling 73.3%  Health and Self Care 66.7%  Average 70% </li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/~~NO~~ \* Delete as applicable

**Total amount carried forward from 2019/2020** £4,553.05

**+ Total amount for this academic year 2020/2021** £18,060

**= Total to be spent by 31st July 2021** £22,613.05

<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 which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></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 2021.</p> <p>Please see note above.</p>	Not known due to COVID
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	Not known due to COVID
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	Not known due to COVID
<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>	<p><del>Yes</del>/No</p> <p>Not this year due to COVID</p>

## 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: £22,613.05 Total amount spent: £18,766.95 Amount carrying forward: £3,846.10		Date Updated: 8/7/21	
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					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?:
To increase the engagement and enjoyment of physical activity in KS2, particularly during the ‘Daily Mile’		Purchase of pedometers to encourage personal goals and competition between others within the class and across classes.		£179.70	Teachers of participating classes have noted an increased interest and engagement in the activity. They have enjoyed competing against their previous step scores and that of their peers.
To increase the engagement in physical activity during playtimes/lunchtimes, giving children more opportunity to develop core strength and balance, gross motor skills and increase positive ‘risk’ taking.		Purchase and installation of climbing equipment aimed at KS2 children.		£8,134.80	Children are using the play equipment as COVID rules allow. Children have responded positively to the equipment and are eager to use it.
To increase engagement in the daily mile sessions by creating skip sessions as alternatives for engagement in activity.		Purchase skipping ropes for each child (one each), prizes, lessons and playtimes.  Engagement in whole school skipping challenges provided by SSPAN membership.		£394  (% of SSPANN membership cost)	Children/staff have reported high levels of engagement.
					Continue to promote skipping. Seek similar challenges as alternatives to maintain engagement.



To increase physical outdoor activity.	Forest school	£2710.00 (a contribution towards the full cost)	Yr 1/2/3, plus nurture groups have been participating in regular forest school activities.	Continue this offering.
Children to have access to sports equipment daily within their bubbles.	Purchase equipment for each 'bubble'.  Replenishing equipment for each bubble as required	£402	All children have had access to a range of sporting/fitness equipment during playtimes and lunchtimes.	Continue to budget for replenishment of lunch/playtime equipment
To enhance opportunities to develop gross motor skills/balance/coordination of EYFS and Year 1 pupils and increase those making six steps of progress in physical development (EYFS) from 71% (2018-19)/ 52% (2019-20) Continued target from previous year due to COVID.	Evaluate and purchase equipment required to develop gross motor skills.	£1189.10	EYFS data: Moving and Handling 73.3% Health and Self Care 66.7% Average 70%	Continue to allocate funding to replenish. Balanceability training. Seek training for EYFS/KS1, such as 'Big Moves'.
<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:
				%
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:
Encourage children and families to start the day healthily.	Purchase a bike and scooter rack.  Continue to use 'Living Streets'	£2174.36	Scooter and bike rack are in continual use since installation.	Maintain equipment as required. Encouragement to use equipment as required. Continue with 'Living Streets'.

To raise the profile of health and wellbeing following Lockdowns.	An additional PE slot was timetabled for the first term.		All children participated in additional physical activity for the first term.	
To promote the importance of staying fit over the summer holidays.	Holiday club to run through Premier Education for 4 weeks of the summer holidays.		Yet to be seen.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Increase PE coach's skills so that this knowledge can be disseminated to further staff	Enrol MSw on 'Level 5 certificate in Primary PE Specialism'	<del>£800</del>	Course cancelled due to COVID 19.	Enrol next year (or as soon as COVID pandemic allows) or seek alternative training.
Support staff in delivery of dance	Purchase Val Sabin schemes to support our teaching and progression of dance throughout KS1 and 2. - Val Sabin Primary Dance 8-11 years - Val Sabin Primary Dance Key Stage 1	£119.99 £21.16	LTP have been adapted to accommodate new scheme. Staff have more support, using the scheme and progression maps to inform planning and teaching of dance.	Review staff audit and implement training in areas identified for CPD.



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
To broaden our offering within gymnastics sessions to include a wider range of equipment and skills.	Purchase a spring board Purchase a landing mattress Adapt LTPs and progression maps	£202 £138	LTPs and progression maps have been adapted to include this wider range of equipment. These have been followed and as a result children have been taught a wider range of gymnastics skills.	Staff to continue implementing LTP/progression maps to ensure these skills are taught and built upon each year.
To increase physical outdoor activity.	Forest school activities led by ENTRUST available to Y1/2/3 + nurture groups for a minimum of 2hrs per fortnight.	SPEND ALREADY ALLOCATED ABOVE	Yr 1/2/3, plus nurture groups have been participating in regular forest school activities.	Continue this offering.
To maintain stock levels for curriculum and lunchtime physical activity.	Purchase of required equipment.	£1,781.84	Stock level maintained.	Continue to monitor.

To improve upon 81.4% (academic year 2018-19)/maintain 94% (academic year 2019-20) attending a sporting club, festival, event or competition	Attend SSPAN		100% of Reception- Year 6 pupils have been able to take part virtually in at least one event/competition/challenge this year (skipping challenge, KS1 Pentathlon, football challenges, Sportshall athletics, 5k challenge).	This target will continue next year, with the intention of face-to-face and virtual and events being offered
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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:
To improve upon the KS2 pupils attending competitive sporting events with other schools from 36.95% (academic year 2018-19)/73% (academic year 2019-20)	Continue membership with SPANN  Attend competitions virtually	£1320	Due to COVID, face-to-face competitions have been affected. However, this year we have taken part in the following virtual events: Skipping challenge KS1 Pentathlon (virtual) –Yr 2 Year 3/4 Virtual Sportshall Athletics (virtual) Year 5/6 Virtual Sportshall Athletics (virtual) Virtual 5k Challenge (KS2) Virtual Football Challenges (ks1 and 2)  As a result, all KS2 children have attended virtual events.	Continue SSPAN affiliation and sign up to virtual/face-to-face competitions to regain (and surpass if COVID allows) level of face-to-face participation of previous years.  Re-acquire LCSFA (football league) affiliation, if COVID restrictions allow, for face-to-face competitions.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Emma Lison
Date:	08.07.21
Governor:	

Date:	
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