

# 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](http://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>Distinction School Games Award</p> <p>Further increased participation after school clubs(in after school clubs prior to COVID)</p> <p>Further increased participation out of school clubs</p> <p>Further increased participation in school competitions</p> <p>Children were helped to keep active during lockdown thanks to home physical challenges</p> <p>Continued employment of sports coach to promote health and fitness, throughout school</p> <p>School achieved the gold healthy schools award</p>	<p>To ensure children 'catch up' with lost Physical Education</p> <p>To continue to develop pathways for children outside of school (when safe to do so)</p> <p>To ensure children have access to 'safe' after school clubs (COVID safe)</p> <p>Upskill new adults in provision of activity for children</p> <p>Continue to make improvements to outdoor areas, to improve active opportunities</p> <p>To ensure all children have the opportunity to participate in virtual competitions</p> <p>Develop influence and voice of sport council (continued from last year due to COVID)</p> <p>To be successful in retaining the Platinum School Games Award (if it goes ahead).</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.	97%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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?	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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £18,300		<b>Date Updated:</b> 03.11.20		
<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					Percentage of total allocation: 45.8%	
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?:	
Led by the sports coach, children will engage in a wider range of school based activities and basic PE skills will improve. He will also encourage increased participation in after school clubs both in and out of school.		<p>Break time resources to be purchased to allow a wider range of activities led and supported by adults to be implemented.</p> <p>A wider variety of after school clubs to be planned and led by the sports coach.</p> <p>Fitin15 sessions to be planned as a sequence of lessons in order to improve the basic skills of children.</p> <p>1 hour a day will be spent in foundation stage. Sports coach will plan session based on ensuring that children meet the physical early learning goals.</p> <p>Run physical regulation sessions with vulnerable children to promote</p>		£8400	<ul style="list-style-type: none"> <li>Staff have increased their PE subject knowledge with support from the sport coach</li> <li>Many more children have been able to access a wider variety of after school clubs</li> <li>Increased quality of #fitin15 provision, run by the sport coach as well as supporting staff</li> <li>Supported the running of virtual competitions</li> <li>Supported early physical development of children in F1 and F2</li> <li>Supported the mental and physical wellbeing of vulnerable children</li> </ul>	<p>Sustainability and suggested next steps:</p> <p>Sports coach will continue to upskill staff next year with #fitin15 and PE lessons. They will also be responsible for organising children's face to face inter and intra competitions when safe to do so and will be responsible for ensuring that the children are trained properly for these competitions.</p>

	positive effects of exercise.		<p>through physical regulation</p> <ul style="list-style-type: none"> <li>• Supported the running of active playtimes</li> <li>• Organised PE equipment to aid organisation and pace of PE lessons</li> <li>• Attended virtual tennis CPD to improve own knowledge and that of staff</li> <li>• Help organise whole school sporting events-promoting health and fitness</li> </ul>	
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** Percentage of total allocation:  
4.1%

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:
Sport coach to attend CPD to further his own skills. Sport coach to provide CPD to staff members to improve provision.	In school or off-site CPD opportunities to be made available for sports coach. Sports coach to also provide CPD to aid staff at playtimes and #fitin15 Sports coach will work with teachers, when appropriate, to observe and support in lessons to improve own teaching practice.	£500	<ul style="list-style-type: none"> <li>• Sport coach undertook CPD in gymnastics, LTA tennis, The FA's shooting stars training and multi-sports.</li> <li>• Sport coach has implemented this training during active playtimes and has supported other staff during their PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Further CPD to be undertaken. Sport coach has declared interest in improving his knowledge in cricket and dance.</li> </ul>

<p>Sport council to be re-nominated. Regular meetings will provide children with the opportunity to voice their opinions.</p>	<p>School sports council set up with two adults from school.</p>	<p>£100</p>	<ul style="list-style-type: none"> <li>• Unable to run sports council this year, due to limitations in the crossing of bubbles.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports council to be reinstated. Children to help organise playtime equipment, after school clubs and inter/ intra competitions.</li> <li>• Children to have input and support the improvement of the outdoor environment</li> </ul>
<p>Children to develop leadership opportunities.</p>	<p>Year 6 and sports council will plan and run sports day.</p>	<p>£150</p>	<ul style="list-style-type: none"> <li>• Y6s planned and delivered a well-run and exciting sports day. They organised and ran each of the activities for the children. Y6s developed leadership and organisational skills, whilst promoting health and fitness to the rest of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Next year's Y6 will be asked to organise the next sports day. These children will again work on their leadership and organisational skills. Children to be given more autonomy over what types of activities they can offer.</li> </ul>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37.2%
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:
Improve CPD of teachers in order to improve the teaching of P.E. in school. Process to continue with the immediate focus of improving the practice of NQTs.	Teachers (focusing on NQTs) to have a half term period with a P.E. specialist in order to develop their understanding of planning and delivering of P.E. lessons. DB employed for half a day a week to upskill all teachers in an identified area of weakness area of PE. DB has supported staff members with the teaching of Dance. DB to be observed teaching, then both DB and staff member to teach, before staff member teaches with DB observing.	£6500	<ul style="list-style-type: none"> <li>JMAT PE staff provided 2 sessions of gymnastics CPD to staff</li> <li>JMAT PE staff have helped to support the running of virtual competitions</li> <li>Staff (including NQT) first observed and then team taught games - observed improvement of teacher teaching after team teaching</li> </ul>	<ul style="list-style-type: none"> <li>Due to COVID-19 support with the teaching of dance (for NQT) was unable to happen. Carry over to 21-22.</li> <li>Limited support for many staff this year due to COVID (JMAT PE staff unable to come to school)- ensure all staff attend CPD and have opportunity to teach with the sports coach. (funding allocated to this was used regardless, due to contractual obligations)</li> </ul>
CPD opportunities to be investigated for key staff to provide quality provision of other sports.	Quality and variety of provision offered during active playtimes and during after school clubs will be improved.	£300	<ul style="list-style-type: none"> <li>Gymnastics CPD was delivered to staff focusing on pace of lesson and differentiation.</li> <li>Net and wall (tennis) CPD undertaken by staff</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate staff's gymnastics knowledge by ensuring all staff attend gymnastics training (this year's numbers were limited by COVID).</li> <li>Next year's CPD will be</li> </ul>



				focused around the teaching of games, with a focus on lesson pace and differentiation.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
9.3%

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?:	
With the aim of having 62% of the school involved in after school clubs, staff to be encouraged to plan and run after school clubs	Staff to run a wide range of after school clubs to provide different after school clubs. At least 2 after school clubs provided per night (Mon-Thurs) and these change every half term. (When safe to do so).	£1100	<ul style="list-style-type: none"> <li>After school clubs were offered to children as soon as it was safe to do so. Due to limited time, our target has not been met. However, some children have been able to attend some after school clubs</li> </ul>	<ul style="list-style-type: none"> <li>From September (if safe), children will be offered access to a wide variety of active after school clubs (choice of these supported by pupils, sport council and potential competitions.</li> </ul>
Children to partake in physical learning across various subject areas	Staff to plan active lessons across a range of subjects	£100	<ul style="list-style-type: none"> <li>Wider range of physical learning has been observed around school. Those children who were inactive during lockdown have been provided increased opportunities to be active.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to continue to target these children next year and continue to plan more active lessons for pupils.</li> </ul>
General upkeep and maintenance needed on the school site.	Groundwork to take place. This will ensure the ground is suitable for games.	£500	<ul style="list-style-type: none"> <li>Groundwork has ensured that active playtimes, lunchtimes, PE and after school clubs have been able to take place regularly and safely.</li> </ul>	<ul style="list-style-type: none"> <li>High-quality maintenance of school grounds to be continued next year to ensure school is ready to</li> </ul>

				<p>host any inter and intra competitions, if needed.</p> <ul style="list-style-type: none"><li>• Building a work area and equipment for the ARC</li></ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.6%
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:
School to re-employ dance teacher and to increase the amount of taster sessions and publicity given to after school clubs.	School dance teacher to be employed in order to give children quality teaching for the cluster dance competition. Other sports coaches/ teams will be invited into school. (When safe to do so).	£250	<ul style="list-style-type: none"> <li>Unable to happen due to COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>To be carried over to 21-22</li> </ul>
All children will be able to attend out of school competitions	Funding allocated to allow kit/costumes/ transport to be purchased  Money for key indicator 5 was instead spent on increasing our sport coach's working hours to enable as much physical activity to be planned across a school day as possible.	£400	<ul style="list-style-type: none"> <li>Unable to happen due to COVID-19</li> <li>Children had a wider access to sporting clubs and active playtimes. Children also had greater access to #fitin15 and physical regulation.</li> </ul>	<ul style="list-style-type: none"> <li>To be carried over to 21-22</li> <li>All children in school will have a greater access to the sports coach and opportunities to be active through additional #fitin15 sessions, physical regulation and class teaching.</li> </ul>

Signed off by	
Head Teacher:	C Miller
Date:	7.7.21

Subject Leader:	Thomas Kaskiewicz
Date:	03.11.20/ 6.7.21
Governor:	J Dickson
Date:	7.7.21