

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](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 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 **31st 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:
<ul style="list-style-type: none"> -Pupils were all offered virtual lessons in PE both live weekly and through bespoke videos created for the specific needs of our pupils -Virtual sports competitions and festivals were used to engage pupils and inspire them to remain active - Virtual sports week organised and managed to ensure all pupils able to continue sporting competition and participation - Pupils in school (Key Workers) accessed daily sports clubs in addition to accessing online PE lessons both live and recorded. 	<ul style="list-style-type: none"> - The need for young people to be more regularly physically active when in school and at home - To access sport to build communication , resilience and team building. - A broader offer to engage more and different young people - To help teachers recover and rebuild confidence for delivery - To increase the range of opportunities - To move from remote to face to face learning - To support those affected by lockdown/pandemic.

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

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £9,030.41	Date Updated: March 2021
What Key indicator(s) are you going to focus on? The engagement of all pupils in regular physical activity.			Total Carry Over Funding: £ £9,030.41
Intent	Implementation		Impact
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Key indicator 1: The engagement of all pupils in regular physical activity.</p> <p>To provide structured daily lunch activity clubs for all children utilising the delivery expertise of SSP specialist sports coaches.</p> <p>To pay for all pupils in school to have an additional after or before school active club to re-engage pupils in physical activity and to ensure physical and emotional wellbeing.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>We worked with the SSP to identify a suitable delivery programme to ensure all children could access a minimum of 1 lunchtime session per week of structured physical activity.</p> <p>We identified activities which supported social interaction, communication and having fun.</p>	<p>Carry over funding allocated:</p> <p>£ 9,030.41</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <ul style="list-style-type: none"> - All pupils engaged with physical activity through the introduction of lunchtime clubs. - 35% of pupils participated in an additional active club through the introduction of Covid secure clubs across the school. - Number of free sessions available to each pupil totalled at least 42 across the school year. - Children met individual fitness targets to re-motivate pupils to be physically active. <p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <ul style="list-style-type: none"> - Continued investment with 20/21 budget - Continued focus on 60 active minutes per day which this contributes to. - Sessions for all pupils around the benefits of physical health and wellbeing.

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? N.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.	80 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80 %
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: 2020/21		Total fund allocated: £ 15,169	Date Updated: 15/7/2021	
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:
				45%
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:
<p>SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands (see attached) To impact on all students in Key Stage 1 and 2.</p> <p>Please note some aspects are deliberately targeted at least active children.</p> <p>To build regular physical activity into the school day for all students.</p> <p>To provide a breadth of opportunities for pupils to be active daily including break , lunch and cross curricular activities.</p> <p>To work with the wider school community and workforce through targeted CPD to ensure staff are competent and confident in</p>	<p>- Deliver to a target group of children in Year 3 the SSP Fit4Action health intervention 6 week programme.</p> <p>a. Creation of SSP web page for the storing and sharing of a wide range of remote learning resources.</p> <p>b. Between January – Easter 2021 the delivery of a daily 'free to access' virtual sports and activity club via zoom led by the SSP team. In place to allow children to access extra-curricular sport during the lockdown and restricted period.</p> <p>c. Throughout January, February and March – the SSP delivered</p>	<p>Points 1 and a – g are part of SSP membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>Dates of sessions and profile of students selected. Tracking of students future attendance of activities.</p>	<p>Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum.</p>

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<p>implementing daily activity strategies.</p> <p>To work with the SSP through events and festivals to inspire regular activity and provide a daily mile/activity strategy.</p> <p>To utilise the Active School Planner tool to identify areas to improve the offer across the day for students to be active.</p> <p>Through SSP membership – our school has participated in the provision documented in this section (a – g) with the specific aim of supporting the wellbeing of our students during the pandemic (lockdown period). This has ensured opportunity and access to 60 active minutes per day.</p> <p>Lunchtime clubs / after school clubs / before school clubs and ‘active breaks’ funded for all classes in school SSP sports coaches and specialist coaches sourced from the</p>	<p>a ‘live’ PE afternoon with KS1 and KS2 sessions available through zoom for students at home and in school to access.</p> <p>d. Throughout February and March (during lockdown period) the SSP Get Up and Active daily early morning club was free to access for all students to re-engage students with physical activity and get them ready for the school day.</p> <p>e. A large bank of pre-recorded video resources created by the SSP team to support at home/in school PE delivery and physical activity participation.</p> <p>f. The creation and delivery of regular physical activity challenges , festivals and competitions delivered virtually to increase participation.</p> <p>g. The SSP provided fortnightly ‘home learning’ activity cards and packs which were set as daily tasks for PE at home and used by staff in schools.</p> <p>All pupils encouraged to participate in lunchtime clubs throughout the entire year with a minimum of one lunchtime club available per day.</p> <p>All pupils offered one free before or</p>	<p>£6,535</p>	<p>All these resources were shared daily or weekly through the google classroom and on paper as appropriate.</p> <p>Key worker children in school participated during their days in school.</p> <p>Staff received pictures, videos and written reports from children which documented their participation.</p> <p>35% of pupils attended a club outside of the school day.</p> <p>All pupils increased physical activity by at least 30 minutes per week through active breaks and</p>	<p>Resources used in class to support active breaks and encourage increased daily activity of all pupils.</p> <p>Staff and MDAs have gained experience of physically active breaks and inclusive activities for all pupils.</p>
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local area.	after school club per week. All children given 20 minute active break run by local sports coaches aiming to increase fitness and activity.		physical sessions. Children charted their own improvement against personal fitness targets.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12 %
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:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached)</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p> <p>To ensure training takes place to enable the school to facilitate active and productive break and lunch times.</p> <p>To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>To provide development support for staff to raise the quality of PE and School Sport on offer which , in turn, will raise the profile of the subject.</p>	<p>1. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff – gymnastics training.</p> <p>2. Attendance at PE Lead meetings and share outcomes across whole school.(half-termly virtual meetings for PE Leads)</p> <p>3. Engage with Team Teaching opportunities through SSP projects, Flying Start and Fit4Action for teaching and support staff.</p> <p>4. All pupils received six</p>	<p>Points 1-3 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p> <p>Point 4 £1,470</p>	<p>1. Staff survey demonstrates that staff are more confident when teaching gymnastics.</p> <p>2. Attended by PE / Sports lead..</p> <p>3. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants</p> <p>4. Pupils are able to explain the</p>	<p>1. Survey pre and post staff on confidence and profile of PE. Eg. Greater number of gymnastics lessons including apparatus for all pupils.</p> <p>2. Regular PE feedback slot at staff meetings to share knowledge.</p> <p>3. Follow up activities to projects by in – house staff and records of future engagement.</p> <p>4. Revisit annually short recap</p>

To ensure the PE subject lead is given time to develop the subject and to share learning and best practice across the school.	sessions of active body, healthy lives course.		benefits to being healthy and active. Including healthy eating, physical activity and mental wellbeing.	sessions.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
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:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent. To impact on all students and staff in Key Stage 1 and 2.</p> <p>To ensure that all staff are trained in a range of topics to deliver high quality PE sessions.</p> <p>To ensure students are able to actively participate in and contribute to high quality PE lessons.</p> <p>To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS 2.</p> <p>To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.</p> <p>To ensure students can select and make choices to participate in a wide range of their chosen extra-curricular</p>	<p>1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff.(Adapted delivery – virtual CPD through zoom)</p> <p>2. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff. (Autumn and summer term)</p> <p>3. Attendance at SSP PE Lead meetings to gain knowledge to share (Delivered remotely)</p> <p>4. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.(All videos , resurces and</p>	<p>Points 1-5 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p> <p>Dance teacher employment: 3,000</p>	<p>1. All staff received Gymnastics training and used apparatus. Team teaching of dance through employment of dance teacher increased staff confidence (survey).</p> <p>2. Staff records of project involvement. Staff records on follow up activities. Future interventions.</p> <p>3. Records of meetings, notes and handouts.</p> <p>4. Making use of the SSP resource bank to support schemes of work and lesson planning.</p>	<p>1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations.</p> <p>2. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school.</p> <p>3. PE Lead has the opportunity to share within whole staff meetings.</p> <p>4. Central whole school base for resources accessible to all in school.</p>

activities , delivered by highly motivated and competent staff. To utilise external expertise to ensure students benefit from detailed subject specific knowledge.	fortnightly home learning tasks made available through the web page) 5. Wider use of SSP infrastructure to network and share ideas.		5. Attend and utilize SSP networking opportunities and sharing of ideas between schools.	5. Allowing staff time to attend events and then share findings.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 19 %
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:
Clubs offered to represent the wide range of sports activities available to pupils outside the school. GetSet4PE scheme bought to ensure coverage of multiple skills and sports as part of quality first PE lessons.	Sports clubs offered as mentioned previously. Scheme implemented and specific topics selected to broaden children's horizons and represent the full range of sports and physical activities available to pupils.	Costed in section 1 and 2 £1,100	Pupils are confident when describing different sports and skills required to participate in sports and physical activities. (pupil perception) Staff confident to provide high quality PE lessons across a range of sports and physical skills. (staff survey on effectiveness of scheme of work)	Continue to offer sports which have community links. Build links with local clubs to link in school lessons with opportunities outside school. Continue to develop use of GetSet4PE and expand curriculum gradually to further broaden opportunities.
Sport specific equipment purchased to support lessons and clubs within school.	Resources purchased to allow all lessons to be of the highest quality and support clubs to fully engage pupils in a range of physical activity.	£2,700		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2.</p> <p>To identify a wide range of sporting festivals and sports for our school and students to participate in.</p> <p>To ensure every child enjoys the experience of representing the school in a festival, league or competition (appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver.</p> <p>Students to understand and be able to deal with emotionally , both winning and losing in sport.</p>	<p>1. Involvement of a wide range of students in a broad offer of competitions (Adapted delivery – engagement in the virtual offer of competitions, festivals and challenges)</p> <p>2. Entry into Dance Festival</p> <p>3. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond.</p>	<p>Points 1-5 are all funded through SSP Basic membership</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. Pupils participated in virtual quad kids event and virtual Sports sessions through the SSP website.</p> <p>2. All pupils in Year 1 participated in the virtual dance festival.</p> <p>3. Records of students who attend, SSP links to local clubs.</p>	<p>1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis.</p> <p>2. In school performance to engage and inspire future students.</p> <p>3. Celebrate the success of these students through sharing experiences in class and in assemblies.</p>

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