

# 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:

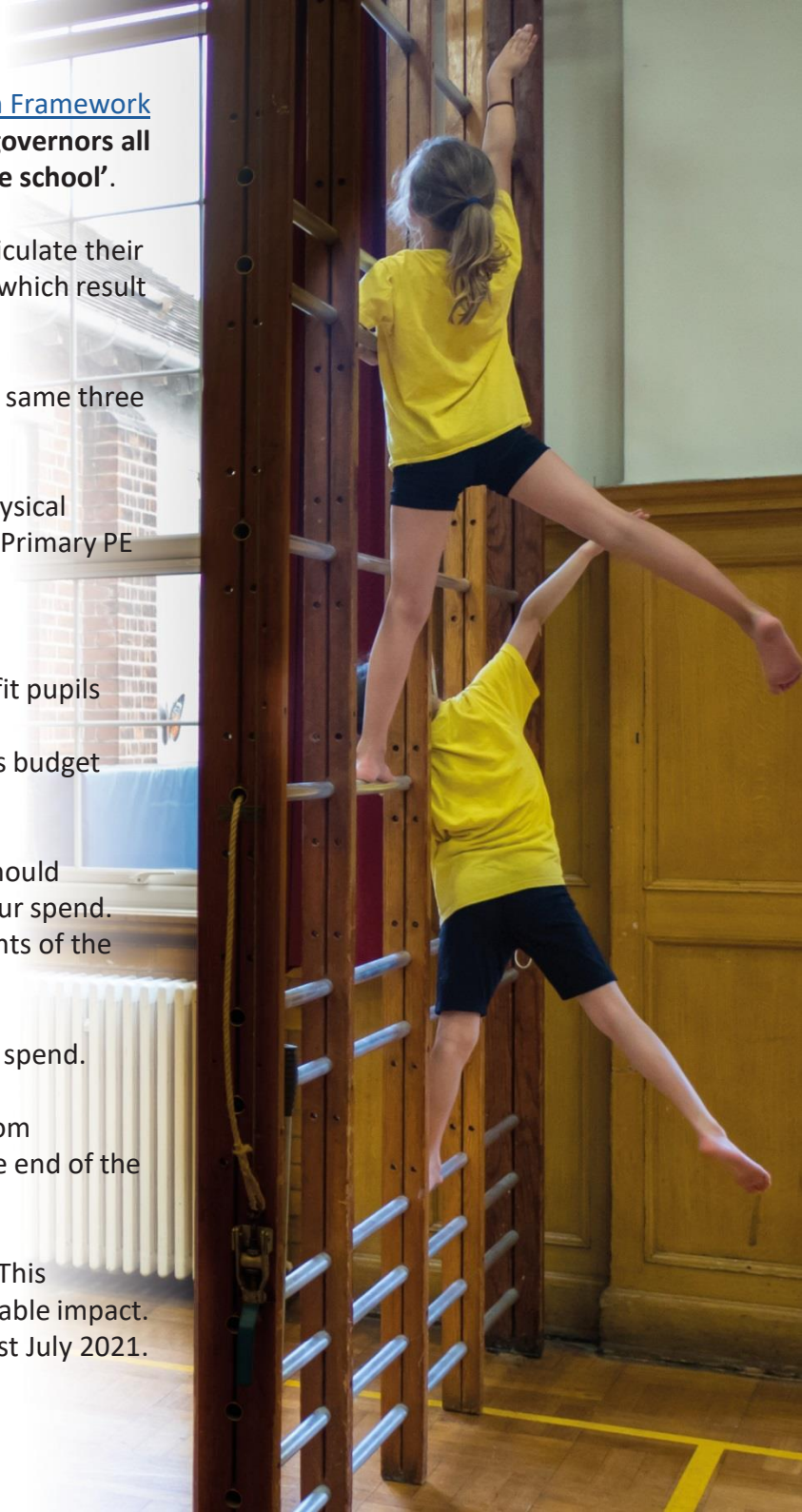
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Staff have been trained how to use The PE hub to inform their lesson planning in October 2020, which has improved the quality and progression of PE lessons</li> <li>• An audit of PE equipment was completed in Autumn 2 and new equipment has been ordered and organised. Pupil and staff have enjoyed using it in the Summer term.</li> <li>• During the Lockdown in January 2021 regular PE activities were uploaded onto our online learning platform 'Seesaw' across all year groups, and pupils enjoyed participating in various challenges, activities and games. Lots of the activities were completed as a family at home and kept them active and engaged.</li> <li>• The WESSP provided lots of resources and activities which could be shared with pupils during the lockdown. They also organised a virtual 5km challenge, which we took part in.</li> <li>• In April 2021 a specialist sports coach (Luke Andrews) worked with students in years 4-6 to teach handball</li> <li>• In May 2021 a specialist sports coach (Julie Watkins) worked with students in Reception and years 1-3 to teach a variety of skills including gymnastics, ball skills and team games</li> <li>• After school football and athletics clubs have started again, run by Mr Davey and Matt Waldron. The football team has played some matches against other local schools.</li> <li>• Pupils have enjoyed using the running track which was installed April 2020. Some classes are now using the track to complete the daily mile</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all classes are using the running track to complete the daily mile as many times as possible during the week</li> <li>• Audit equipment used in EYFS for PE lessons and within their provision to improve physical development (gross motor and fine motor) Order new resources to provide an engaging curriculum</li> <li>• Speak to SENCO about the students at our school and identify any specific equipment needed to ensure an inclusive curriculum</li> <li>• Reintroduce 'play leaders' to work with children in KS1 at lunch times to teach them how to play games, use equipment appropriately and work as a team.</li> <li>• Introduce 'sports leaders' within each class to take some responsibility with storing and looking after sports equipment.</li> <li>• Look at the current sports clubs we provide and who they are for, and look at expanding the range of sports covered and the pupils who can attend</li> </ul>

**Total amount carried forward from 2019/2020   £ 8,121.47**  
**+ Total amount for this academic year 2020/2021   £ 19,696.00**

<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>Due to the Pandemic, swimming did not take place, therefore no assessments could be made as to the pupils' competency, confidence and proficiency in meeting the national curriculum requirements for swimming and water safety</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>	<p>As above</p>
<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>	<p>As above</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>As above</p>
<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>As above</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: £	Date Updated:	
<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:
				%
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>We intend to teach PE lessons to develop a range of sporting skills, including coordination, balance, strength, speed and agility.</p> <p>We aim to provide high quality lessons using the knowledge of our school staff, a regular specialist PE coach, and specialist coaches from the WESSP</p>	<p>An audit of equipment was carried out and new equipment was ordered.</p> <p>All students take part in 2 PE lessons during the week (2 hours total). Lessons take place indoor and outside, using a range of equipment and learning a variety of skills and sports including football, tag rugby, athletics, gymnastics and dance. Staff now use the PE hub to inform planning and provide progressive lessons</p> <p>We have a specialist sports coach who teaches lessons to all students in Years 1-6. He also runs after school clubs and attends competitions with the children.</p>	<p>Equipment = £2016.03 (plus some invoices outstanding)</p> <p>PE Hub £455.00</p> <p>Matt Waldron £2520.00</p>	<p>The PE hub has helped teachers become more confident in teaching lessons covering a more varied range of sports and with a better understanding of progression between year groups</p> <p>Our sports coach, Matt Waldron, works with all of the children across the school and has helped many children to develop a love of sport. He also runs after school clubs and select children for sports teams and for school competitions. From working with the children closely throughout the time they are at school he learns their strengths, weaknesses and is able to challenge/ support them</p>	<p>Ensure the running track is used regularly by all classes and the daily mile is completed as often as possible</p> <p>Continue to gather feedback from staff and pupils about the PE hub</p> <p>Audit the equipment used by EYFS to support gross and fine motor skills, linking to the new EYFS curriculum</p>

	<p>In EYFS children have a range of equipment to develop their balance, strength and coordination, including bikes, skipping ropes and equipment to make obstacle courses, and complete yoga sessions each week.</p> <p>The children use the adventure trail, zip wire, playground and climbing wall at playtimes and lunchtimes. They also have equipment which is used during lunch time, and can play football too.</p> <p>We have a running track that can be used by all students, and lots of classes are using it on a regular basis.</p>	<p>Maintenance = £126.00</p> <p>Track £12,995.00</p>	<p>appropriately.</p> <p>The children use the adventure trail, climbing wall and zip wire and show great skill and progression, especially in the Early Years.</p> <p>Since the daily mile track was laid, children have enjoyed using it and challenging themselves to run further than they did the time before. It is helping to promote a healthy and active life style.</p>	
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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:  
%

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>To encourage pupils to remain active during the lockdown, and to provide games, activities and challenges which can be accessed by all.</p> <p>To celebrate the sporting achievements pupils made during the lockdown.</p>	<p>Activities were posted on our learning platform 'Seesaw' for all classes, and lots of students enjoyed taking part in the challenges that were provided and had fun being active as a family</p> <p>To recognise the work done by</p>	<p>WESSP membership = £1497.50</p>	<p>The children have been learning the importance of physical activity on their health and also on their mental health and wellbeing.</p> <p>The profile of PE has been raised during lockdown and the display</p>	<p>Look into the sports clubs that we currently provide and speak with the local secondary school and the head of PE there to find out if there are opportunities for further sports clubs to be provided and also for the variety of sports to be</p>



To utilise the opportunities provided by the WEESP with regards to sports coaches, competitions, resources, and links to other agencies	pupils during the lockdown, a PE during lockdown display was created which showcased the achievements of children throughout the school  The children have enjoyed taking part in competitions and events organised by the WEESP and competing against local schools		that has been created shows how much the children enjoyed being active with their families	increased
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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:
Staff to feel confident in using the PE hub as part of their planning for PE and to use the curriculum builder to plan for the year so they can use a range of skills during their lessons and teach a variety of sports and games	In October 2020 staff were shown how to use the PE hub curriculum builder and shown the topics for their year group and were given time to practise some of the activities they will be teaching.  To utilise being a part of the WEESP and have access to sport coaches. Julie Watkins came into school (years Rec-3) and Luke Andrews (years 4-6) and staff were able to observe how to teach PE in an exciting and engaging way, teaching sports they are less confident in teaching themselves.	(costing as above)	Staff have more knowledge of the sports they will be covering with their class throughout the year and have more confidence in using the PE hub. Due to the lockdown we have been unable to complete a whole year cycle of using the PE hub but look forward to using it again next year and will monitor how beneficial it is for staff and pupils.	Feedback about the PE hub from staff and pupils is ongoing  Speak with staff about any training they would like and speak with contacts through the WEESP about what training is available.



<b>Key indicator 4:</b> 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 take part in WESSP events and competitions including a variety of different sports and using a range of equipment	Children are yet to take part in events because of covid restrictions, we have competed in virtual competitions through Sports hall athletics with Marcus Cartell  Friendly matches were arranged between our school football team and the football team at other local schools	(costing as above)	The children always enjoy taking part in events and games and representing their school makes them feel really proud, staff also enjoy watching pupils compete in a variety of competitions, children are looking forward to being able to compete in events once restrictions are lifted	Speak with the SENCO about what equipment or activities would benefit individual children with specific needs  As above, look into arranging more variety in the clubs that we provide

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 compete in games and events against other schools organised by the WESSP	<p>Due to the covid restrictions most events have been cancelled or postponed, however we have completed virtual competitions with Marcus Cartell organising a sports hall athletics event, we also took part in a cross country event run by Luke Andrews</p> <p>During the lockdown we encouraged as many children and their families as possible to take part in the 5km challenge</p> <p>In the summer term the football club has started to compete in friendly matches against other local schools</p> <p>Children will complete a sports day within their year group bubbles in July 2021 and results will be shared as a whole school via zoom as a celebration</p>		<p>It has been disappointing to be unable to compete in the regularly scheduled events, however children have enjoyed having the sports coaches coming into school to organise events for them</p> <p>Children really missed taking part in competitions and have really enjoyed being able to play in matches once more</p> <p>All children will have the opportunity to experience friendly competition in their class and year group through sports day and this will be celebrated as a school</p>	<p>Continue to attend the organised events from WESSP and make sure every child has the opportunity to compete during the year 2021-2022</p> <p>To arrange a whole school sports day/event</p>

Total amount spent = £19,609.53

Signed off by

Head Teacher:

Date:

Subject Leader: Charlotte Fleming and Cheryl Bedier

Date: 27.5.21

Governor:

Date: