

# 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:

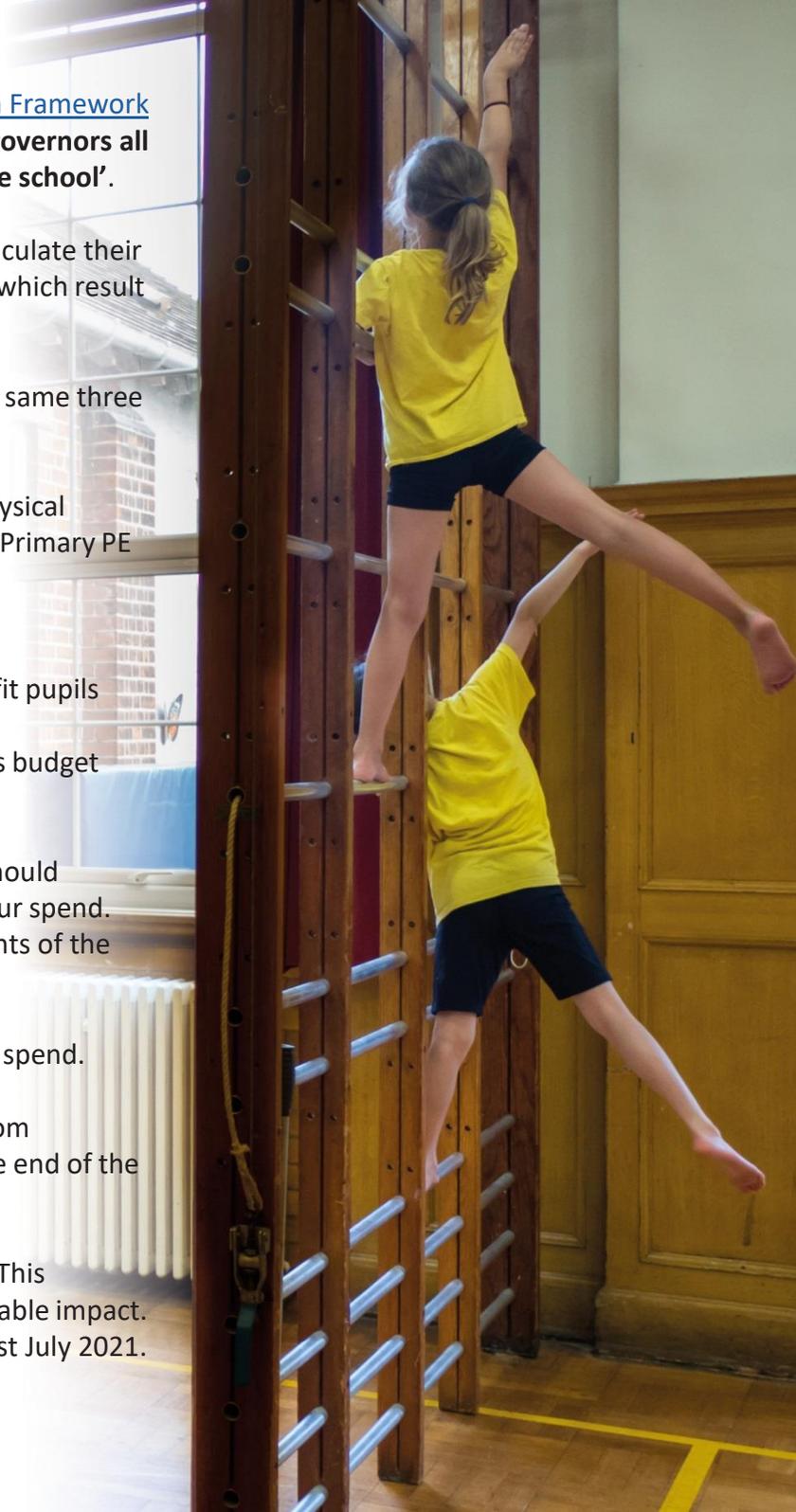
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](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, 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:

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

**Total amount carried forward from 2019/2020** £.....

**+ Total amount for this academic year 2020/2021** £.....

**= Total to be spent by 31st July 2021** £.....

<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>	50%
<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>	40%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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>	Yes/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: 2021/22	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:	
			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><b>- Introduce the daily mile to get all pupils undertaking at least 10 minutes of additional activity per day.</b></p> <p><b>- Increase variation of activities available to pupils.</b></p> <p><b>- Encourage children to use alternative methods of traveling to school.</b></p> <p><b>- To develop initial understanding of bike skills by the end of KS1.</b></p>	<p>-Continue to embed the daily mile in all year groups from KS2 initially. Move it down into KS1 in Spring term.</p> <p>-Complete special termly sessions based on different areas of sport such as skipping and dancing.</p> <p>-Liaise with the Headteacher, caretaker and H+S officer for SMAT at how we can reimplement biking and scooting to school in the current climate.</p> <p>-Identify the cost of more bike/scooter racks.</p> <p>-Arrange for pupils to take part on Balanceability with A Robinson.</p>	<p>£500</p> <p>£150</p>		

<p>- To achieve an understanding around road safety on bikes by the end of KS2.</p> <p>-To encourage physical exercise outside of school.</p> <p>-To develop staff’s knowledge around the use of playtimes resources and equipment.</p> <p>-Ensure PE provision is adequately resourced.</p>	<p>-Arrange for pupils to take part on Bikeability with A Robinson. (Free)</p> <p>-Implement Walk to School week. -Send out a letter and distribute resources for walk to school week to take place wc 17.05.22</p> <p>-Order new playtime equipment.</p> <p>- Organise for Y6 to take part in playground leaders’ course.</p> <p>-Conduct a resource audit for PE provision. -Research and buy PE equipment.</p>	<p>Free</p> <p>Free</p> <p>£500</p> <p>£350</p> <p>£600</p>		
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 8%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p><b>- To promote sporting achievements outside of school.</b></p>	<p>- Send out letter/post on social media about children bringing sporting achievement certificates etc to celebration collective worship on Mondays.</p>	<p>NA</p>		
	<p>-Encourage parents/carers to send in pictures of their children completing sporting activities outside of school.</p>	<p>NA</p>		
	<p>-Create a display board to display children's achievements outside of school.</p>	<p>NA</p>		
	<p>-Also display posters/leaflets for local sports teams etc.</p>	<p>NA</p>		
	<p>-QR codes on display boards to have videos of children talking about their sporting achievements/clubs.</p>	<p>NA</p>		
	<p>- Source local sports club's leaflets – look on internet for this.</p>	<p>NA</p>		
	<p>-Provide children who take part in extra sporting achievements with a certificate.</p>	<p>£50</p>		
<p><b>-To ensure high standards of PE uniform are consistently met from all stakeholders.</b></p>	<p>- Provide every new starter in school a PE starter kit. -Buy all pupils a new branded water bottle for school.</p>	<p>£1,000</p>		
	<p>-Order staff PE kit (t-shirts and jackets/hoodies).</p>	<p>£300</p>		

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				48%
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><b>- To develop subject leadership of PE lead.</b></p> <p><b>-To develop the skills of staff across the PE curriculum.</b></p>	<p>- Look into PE lead achieving level 5 or 6 in Primary Education Subject leadership.</p> <p>Ask staff to take part in a questionnaire to look into confidence levels in the key areas.</p> <p>-Research curriculum PE CPD (create development).</p> <p>-Enrol staff members onto CPD courses for key areas to improve.</p> <p>-Find local CPD opportunities.</p> <p>- Liaise with external providers to raise the profile of sport and PE with pupils across the school through their delivery of PE lessons.</p> <p>-Complete learning walks and coaching for all year groups.</p>	<p>£1,200</p> <p>£8,000</p>		

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%
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>Additional achievements:</p> <p><b>-To provide pupils with extra-curricular sporting opportunities.</b></p>	<p>-Provide after school sports clubs.</p> <p>- Arrange a pupil survey through student council to ascertain what pupils would like.</p> <p>- Continue to involve external coaches to work with staff in clubs.</p> <p>- Facilitate additional clubs during lunchtimes.</p> <p>-Ensure there is adequate resources to deliver after school clubs.</p>	<p>£2,000</p>		
<p><b>-To ensure pupils have productive and active break times and lunchtimes.</b></p>	<p>- Research quotes for a running track around the field. (Will need three for comparisons).</p> <p>-Enquire with an external provider about prices for Young leaders or look to deliver training through staff in school.</p> <p>-Look at providing training for</p>	<p>£1,500</p>		

	adult playground leading.			
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Key indicator 5: Increased participation in competitive sport				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><b>-To increase children's participations in competitive sport.</b></p> <p><b>- To engage key groups of pupils into different sporting events and opportunities.</b></p>	<p>-Produce a survey to ascertain areas pupils would be interested in.</p> <p>-Research and find local virtual sporting events.</p> <p>-Look at Active Plus to see what competitions they are going to provide.</p> <p>-Participate in SMAT competitions once COVID restrictions are relaxed.</p> <p>-Look into bus costs for escorting children to and from sporting competitions.</p>	£2,000		

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

Governor:	
Date:	