

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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](#) 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"> - Implementing use of equipment into organised lunch time activities. - Sports clubs introduced by teachers and teaching assistants. - Reviewed Medium Term Planning from years 1-6 in both PE and Games, including more in- depth coaching points. Updated with new PSHE and Citizenship guidelines. - Sport leaders embedded. - A variety of ball sports introduced on the playground during break and lunch time. - Every child participates in an 'Active 10' every school day. - Competing in various competitions and festivals. - Monitored the number of children participating in sport. - Ensured all equipment remained within a year group bubble and was sanitised before and after use. 	<ul style="list-style-type: none"> - Achieve the AfPE accreditation quality mark. - Introduce a greater range of school sports clubs. - Continue to develop staff CPD. - Continue to develop provision for children identified as inactive, through the use of the astro turf. - Continue to strengthen links between secondary schools and local sports clubs. - Increase opportunities for other year groups to have taster sessions on a variety of different sports. - Create an active school culture across the whole school day (in all aspects of the NC) for all pupils. - Continue to encourage children to walk to and from school with engagement with the Travel Tracker.

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

YES/**NO** * 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: £0	Date Updated: 18th December 2020
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £0
Intent	Implementation		Impact
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	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?:
			Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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 2021.	63%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%
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?	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: 2020/21		Total fund allocated: £18,360.		Date Updated: 16 th July 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: 78%	
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: £14,360	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>1. All children engage in and recognise the importance of regular physical activity for their mental and physical well-being.</p> <p>2. A positive culture integrates physical activity into the school day through active travel to and from school, active playgrounds and active lessons.</p> <p>3. What children know and learn is consolidated through links with local secondary schools and community sports clubs.</p> <p>4. Children (and adults) act as role models for mental and physical well-being through Sports Leaders.</p> <p>5. Encourage use of astro turf during PE curriculum time, extra-curricular activities and children's break and lunch time.</p> <p>6. To make sure all students have high quality, sustainable equipment and kit</p>		<p>1. Astro-turf maintenance.</p> <p>2. Introduce greater range of sports clubs.</p> <p>3. Strengthen links with local secondary schools and community sports clubs.</p> <p>4. Continue to develop use of the astro for curriculum PE, extra-curricular activities and break times and broaden activities on the astro for all year groups. Encourage children to lead activities at break and lunch times, along with running sporting activities throughout the year (i.e. sports relief).</p> <p>5. Allocated areas of playground/astro-turf to each sport. Additional staffing for active playtime.</p> <p>6. Purchase high quality equipment and kit to cater for all lessons and clubs.</p>		<p>6. £7360.</p>	<ul style="list-style-type: none"> • Children participate regularly and make progress through weekly assessment. • Attitude towards learning improved – better concentration in afternoon lessons. • Sport Leaders help with the organisation of the sporting activities. • Children identified as inactive show increased engagement in sport. • Increased numbers of children engaging in active journeys to and from school. • Positive impact on behaviour (at lunch times) and learning in the afternoons through professional dialogue between teachers and TAs. • Children are successfully able to complete lessons 	<ul style="list-style-type: none"> • A broader range of activities on the AstroTurf increases engagement, especially from inactive children. • 'Active 10' and before-school running club firmly embedded in the everyday school routine. • Replace and improve equipment when required. • Develop systems to monitor the amount of children participating in clubs and teams. • Increase the number of in and out of school 'friendlies'. • Increase opportunities for all year groups to have taster sessions on a variety of

for lessons and clubs. 7. To provide children with swimming lessons x2 per week for Years 3, 4, 5 and 6.	7. Purchase group swimming lessons for all KS2 children.	7. £7000	and planning effectively due to an increased quality of equipment to stretch and challenge.	different sports.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
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:
<ol style="list-style-type: none"> The profile of PE is high to ensure children are enthusiastic about PE and extra-curricular activities. Dedicated videos and celebrations displayed on the video walls and screens across the school. The school environment emphasises mental and physical well-being. Positive sporting role models are used to inspire children. Visits from role models/local sporting personalities enable pupils to identify with success and aspire to be a local sporting hero (COVID permitting). 	<ol style="list-style-type: none"> Inform parents of what the children are covering in PE and Games and promote the wide variety of clubs and sporting activities. Use of the screens to promote physical activity. Mental and physical well-being promoted through a broad and balanced PSHE+C curriculum. Continue to make sure the screens are updated. One member of staff to be responsible for the display of sporting role models. Create a list of role models to invite to talk in assembly. 	N/A All 'costs' are covered for clubs and also allocated to other school budgets.	<ol style="list-style-type: none"> Positive response from parents regarding the sports updates in newsletters. Screens commented on during learning walks and when visitors are shown around. Increased numbers involved in a range of sporting activities. Children can articulate why sport is important for mental and physical well-being. Children engage with displayed materials on a daily basis. Due to the impact of COVID, this has not yet been possible. 	<ul style="list-style-type: none"> Purchase trophy cabinets in reception to ensure sport is very visual. Replenish equipment for active play when needed. Ensure a sporting role model/local sporting personality visits at least once a year for each year group. Strengthen links with local secondary schools and community sports clubs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
<ol style="list-style-type: none"> Staff are confident to teach a range of sports. Training (teachers and TAs) supports a wide variety of sports. Planning of teaching and learning across KS1 and KS2 enables staff to feel confident in delivering the NC. Staff are able to use the reviewed planning (with detailed coaching points) to confidently teach a range of sports. 	<ol style="list-style-type: none"> Audit of teacher and TA confidence in teaching different sports through the use of a staff questionnaire. Provide staff training on twilight sessions / INSET days. PE Coordinator to provide 1:1 support and first hand advice. 	N/A No funding needed.	<ol style="list-style-type: none"> Better subject knowledge from teachers and TAs, therefore, confident to take a more active role in lessons/lunchtimes etc. Especially in the running of 'Active 10' for TA's. Subject leader more confident when undertaking lesson observations - able to provide effective feedback and lead discussions. Skills, knowledge and understanding of teachers and TA's have increased significantly. 	<ul style="list-style-type: none"> Continue to train staff by ensuring they choose the appropriate course for them. Continue to use twilight sessions / INSET days to provide training. Ensure all new staff are trained in the safe practice of equipment (particularly the apparatus equipment). Staff work together/share good practice, leading to better confidence and more staff keen to get involved thus ensuring extra activities will continue and expand.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
		£4000		

<ol style="list-style-type: none"> 1. All children across the school are provided with opportunities to experience a broad range of physical activities so they are both physically and mentally well. 2. To increase the range of clubs offered to the children, including those that relate to mental health and well-being. 3. To create further links with the local sporting and school community (COVID permitting). 4. To replace and replenish damaged equipment in a variety of sports. 5. Replace PE shed to preserve equipment for future years. 	<ol style="list-style-type: none"> 1. Ensure all events (competitive and festivals) run by the local sports confederation are entered, providing transport where required. Ensure as many events run by 'Active Surrey' (from 'aspire' to 'higher') are entered, providing transport where required. 2. Increase the amount of sporting taster workshops for all year groups, enabling them to participate in a broad range of different physical activities. Provide seasonal extra-curricular activities for all children to take part in. Clubs list revised every term. 3. Ordinarily, Year 4 football tournament would have taken place at Weydon and a Year 6 girls football tournament at All Hallows, however this has not been applicable. 4. Purchase equipment to replenish any damaged equipment and resources across a range of sports and allow children to experience a greater variety of sports and activities. 5. To purchase a new waterproof shed with 	<p>4. £2000</p> <p>5. £2000</p>	<ol style="list-style-type: none"> 1. Due to COVID, this has not been possible this academic year. However, we will participate going forward in future years. 2. Each year group involved in extra- curricular activities and all teachers feel more confident teaching new activities. 3. Due to COVID, this has not been possible this academic year. However, we will participate going forward in future years. 4. Allows children to successfully participate in lessons and be able to complete activities. Teachers and TAs able to support children effectively. 5. Allow for equipment to be maintained and be readily available. Allow for greater space for new equipment being bought. 	<ul style="list-style-type: none"> • Continue to target inactive children and those who lack opportunities outside school for extra sporting provision. • Develop systems to monitor the amount of children participating in clubs and teams. • Increase the number of in and out of school 'friendlies'. • Strengthen links with local secondary schools and community sports clubs.
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	increased capacity to accommodate greater range of sporting equipment for a two form entry school.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
<ol style="list-style-type: none"> All children have opportunities to participate in competitive events within the confederation (opportunities for children who don't often participate in sports and for those talented children). All children have opportunities to participate in competitive sport, both intra-school and inter-school competitions. Use of Astro Turf to inspire children to develop physically, in preparation for competitive sport. 	<ol style="list-style-type: none"> Regular involvement for inter and intra-school competitions for all children (COVID permitting). Taking multiple teams to competitions to allow for all students to take part. All children to participate in a competitive event (COVID permitting). Competitive matches are played at the end of each scheme of work within each class/consistent group. 	N/A No funding needed.	<ol style="list-style-type: none"> Due to COVID, this has not been possible this academic year. However, we will participate going forward in future years. Due to COVID, this has not been possible this academic year. However, we will participate going forward in future years. Children are participating in a range of sports in a competitive fashion within their class/consistent group. 	<ul style="list-style-type: none"> Continue to enter as many competitions as the timetable allows. <ul style="list-style-type: none"> Enter more tournaments to allow 'inactive' children the opportunity to participate in variety of sports and activities. Encourage more-able children to join sports clubs and associations.

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

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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