

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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.

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 2020. 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.

| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
|--|--|
| <p>Range of resources in the academy for use within PE/sport provision.</p> <p>Range of equipment in use for children during playtimes and lunchtimes.</p> <p>Some inter-trust events in place for different age ranges.</p> | <p>Increase the number of children actively participating in sport.</p> <p>Staff confidence in teaching sport.</p> <p>The range of after school activities on offer to children across the age ranges.</p> |

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| Meeting national curriculum requirements for swimming and water safety. | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> | 83% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 67% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 67% |
| 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: £16390 | Date Updated: July 2021 | |
|---|--|------------------------------|--|---|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| | | | | 37% |
| 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: |
| Children to have a range of resources in a safe learning environment, allowing them the time and opportunity to develop their skills. | Making sure all of the equipment is in good condition to support the delivery of different areas of the curriculum, as per the curriculum map. | | All children have a range of resources to use at playtimes and within PE lessons. | Continue to improve a range of clubs for children with competitions and activities within the trust and externally. |
| To ensure children make progress in PE across a unit of work. | Children from EYFS to KS2 to access a progressive curriculum designed to develop their skills within different areas of PE. | | Children took part in a range of lessons and to show progress from own starting points. | |
| To support talented children and give them an opportunity to compete with others from across the trust. | Work closely with those children who show potential in PE and help them to develop their skills further. | | Links were further developed across the trust to provide opportunities for competition, however more opportunities for more able children to be developed. | Support and challenge from sport leads and pupils in other academies to provide an opportunity for competition. |
| Organised activities to be led by adults at break and lunchtimes. Equipment will also be available to be used independently. | Order new equipment for the children to use and update the stock as required. | | Adults actively encourage children to take part in physical activity whilst outside, including running to increase fitness. | |
| Make links with sports clubs to give children the opportunity to excel | Work with other leaders across the trust and share club information | | | |

| within sport and PE. | with children. | Total allocated £6000 | Access to clubs has been impacted by Covid. Some children have joined clubs outside of the academy. | |
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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: |
| | | | | 10% |
| 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: |
| Develop the awareness of being healthy and how it can improve physical and mental wellbeing. | Specific teaching through lessons to raise the understanding of the need to be healthy in both body and mind. | | Clear understanding of how PE lessons can promote health benefits and positive behaviour. This has been promoted through sustained and vigorous physical activity. | Continue to build on the work already started. Link into work done in other areas of the curriculum. |
| Children to be given the chance to compete in a range of activities against other schools and academies. (This may need to be virtually dependent on Covid restrictions) . | | | Events completed internally and results shared across academies. | Develop further links across the academies to increase skills and expertise. |
| Healthy schools week during the summer term, linked with sports day. | Specific teaching on being healthy and combining this with physical exercise. | | More children make positive choices around their food choices and activities. Sports day internal linked to the Olympics. | Healthy school week focus to include parents where possible. |
| Develop the use of sports leaders in running and organising game and activities. | Train new leaders in the Spring term ready for implementation in the Summer term. | | Impacted by Covid lockdown. | Train new sports leaders annually. |
| Development of gross and fine motor | In addition to PE lessons, | | Gross motor activities improve the hand eye co-ordination in PE | |

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| skills | incorporate additional gross and fine motor activities to develop the physical abilities of children. | Total allocated £1390 | and activities. | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------------|--|--|
| | | | | 24% |
| 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 upskill teachers in their knowledge of teaching PE, through trust knowledge organisers to improve progress and achievement in PE. | Use of trust sports coaches to support the sequential teaching of PE skills in lessons. | Total allocated £4000 | Initial sequencing documents are in place to support staff in developing the knowledge required. | Staff to ask for any specific CPD they need moving forwards with PE. |
| Mentoring learning assistants to support in the development of after school clubs. | Use of trust sports coaches to support the understanding of Learning assistants. | | Clubs limited due to covid restrictions on mixing bubbles. | More after school activities provided. |
| Improve children's knowledge and understanding around the importance of healthy eating, mental and physical fitness. | Focus teaching in PE, science and PSHE around the importance of physical and mental health. | | Children have a good understanding of how to keep physically and mentally well. | Ongoing work throughout the curriculum. |
| Purchase a yogabugs scheme to be implemented through the whole school to improve physical and mental wellbeing and develop staff confidence through the videos. | Lessons to be delivered weekly to all classes. | | Yoga sessions delivered through online provision which increased the physical and mental well being. | Yogabugs sessions to be introduced throughout the academy. |
| Use a specialist dance teacher to increase confidence of children and staff. | Lessons to be timetables as per the trust plan for teaching dance. | | | |

| 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: |
| Additional achievements: Increase the range of activities outside the curriculum to encourage more children to be involved. | Extra-curricular activities to alternate physical activities to encourage more children to attend. | | New equipment purchased and used across a range of activities. | Look for a bikeability session for KS2 to teach cycle safety. |
| All children from Rec-Y6 have the opportunity to learn to swim. | Each class has a week block of swimming and a catch-up week is used for any upper KS2 children who still require further teaching. | £3500 | All KS2 children accessed a week of lessons. Pool time was limited due to covid restrictions. | Catch up opportunity for children in upper KS2 who are unable to swim 25m. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------------|---|---|
| | | | | 9% |
| 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: |
| Organise a range of trust competitions in a range of sports. Transport from sporting events. Increase physical activity through outdoor learning and enrichment activities. | Liaise with trust sports leads to participate in a range of competitions and activities. Transport to be booked for activities off site. Engage in active playtimes and lunchtimes. | Total allocated £1500 | Children participated in cross country and athletics competitions against other academies by sharing results. Children are more active throughout the day. | Continue to provide a range of clubs and competitions for the children to attend. |