

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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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"> -Every child access curriculum PE -Multiple extra-curricular clubs on offer throughout breakfast and afterschool hours (Over 60% accessed in KS2). -Additional support to less active children available in clubs before school and during lunch hours -Lunch clubs each day in a variety of sports supported by the young leader cohort. -Opportunities for children to access new sports, and creating lasting PE experiences. -Schools Games Mark Award would have been retained for fifth year if not for Covid-19 -Extended opportunities for pupils to learn, develop and embed key leadership skills and qualities through a Young Leader workforce programme -cohort of pupils made up the School Sport Organising Crew (SSOC) and who influenced provision and have a voice for pupils -Shared and celebrated the achievements of pupils and teams in PE and School Sport via newsletters, social media and in house celebration. -Promoted high quality teaching and learning from all staff, with regular CPD on offer to every staff member in a range of sports -Increased Knowledge in targeted areas through accessing of appropriate courses. -School offers a diverse and needs led extra-curricular School Sport programme, with a variety of sports on offer for each year group, and focused clubs for least active and SEN children -Provided opportunities for all pupils to access Personal Challenge activities -Provided opportunities for all pupils to access Intra-School Competition | <ul style="list-style-type: none"> -Identify additional resources to support PE curriculum delivery. -Regular updates of school sport extra-curricular offer via communication with children and parents. -Identify additional support for the children that need it most, and highlight was that can be supported. - Use Student voice to support lunch club delivery. -Retain School Games Mark -Increase leadership opportunities available, through club/competition delivery. -Give school games crew and increasing voice, and schedule regular meetings to guide opportunities. -Continue communication, showcasing good practice across PE and sport. -Highlight further areas of development across the school, and access relevant CPD -Communicate with children what clubs should be available throughout the school year. -Create more links with external clubs, and promote more clubs throughout the school. -Continue to Access competitions for varying age groups and ability. -increase number of intra school competitions, and create additional reward scheme for taking part. |

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: £ | Date Updated: | |
| What Key indicator(s) are you going to focus on? | | | | Total Carry Over Funding: |
| | | | | £ |
| 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. | Not available due to COVID-19 situation. Swimming not feasible over the last year. |
| 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. | % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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: £ | | Date Updated: | |
|--|--|-------------------------|--------------------|---|---------------------------------|
| 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: |
| | | | | | % |
| 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?: | |
| Ensure maximised physical learning time can take place during PE hours. | Hire of sports tent to allow continuation of Physical Education throughout Nov-Mar – in line with Cv19 restrictions | | £3,400 | Allowed all children to be able to access physical education in an appropriate environment suitable for learning. | |
| 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?: | |
| Raise the profile of PESSPA across the school by having PE leaders in appropriate clothing to role model to school. | Purchase of staff clothing, branded with ESP logo to easily identify PE staff across the school and in external competitions | | £500 | Ensuring good sporting role models are on display across the school. | |
| | | | | Maintain visibility and create sporting identity within the school. | |

| 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: |
| Provide training to LH to support role within Physical education development. | LH enrolled on Course to develop PE subject lead specialism – L5 PE specialist qualification. | £699 | Develop key staff to support the delivery of PESSPA | LH to complete course over next 12 months. |
| Attend relevant CPD training | CPD attended by SB from NSPORT and AfPE – Safe practice in PE. – Subsequently bought book to support learning | £50 | Reference point across the school for PE and school sport safe practice. | Identify areas for improvement using book as guideline. |
| Provide curriculum planning and tracking to all staff | Purchase of PE Passport software to provide lesson plans, curriculum planning, participation tracking and evaluation to the school | £799 | Clear plan of the curriculum within the school, providing clear feedback and evaluation to the students and teachers. | Embed the software across the school. |

| Key indicator 4: 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: |
| Improve physical literacy through Dance. | Purchase of speaker system to allow dance lessons to be appropriately followed | £62.49 | Pupils can now access dance through the curriculum through music | Embed dance in curriculum. |
| Develop roles of school council/school workforce. | Allowed school sport council budget to spend to increase the options available to children across lunchtime | £345 | Children access equipment to create and play games during break and lunch times | |
| Purchase of Additional playground equipment | Purchase of reaction boards to create additional activities during recreational time | £5,850 | | |

| 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: |
| -Offer a variety of competitive opportunities across the school – across different competition levels | - School signed up to Northamptonshire Sports partnership (Northamptonshire Sport) and TDS Education trust within the local schools cluster | £732 | Pupils can take part in competitive actions, implementing tactics and learnt skills. | Continue links with outside organisations to develop competitive fixture schedule. |

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|-----------------|----------------|
| Signed off by | |
| Subject Leader: | Sam Birtwistle |
| Date: | 09/07/21 |