

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020



Commissioned by



Department  
for Education

Created by



YOUTH  
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 **31<sup>st</sup> 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"> <li>• Some staff receive CPD sessions from sports coach. Could not continue with all due to Covid.</li> <li>• Football and gymnastics competitions were both competed in, along with some inter-school competitions at Jack Hunt.</li> <li>• Morning, lunchtime and after school clubs ran until Covid.</li> <li>• New curriculum map written and ready for introduction in September 2020 (delayed use until end of Covid).</li> <li>• Bronze and Health ambassadors took part in training sessions until Covid.</li> <li>• Talented Athlete Programme provided by Inspire+ taken part in.</li> <li>• Playground markings and outdoor learning equipment used for PE lessons and KS2 Bikeability and EYFS physical development.</li> <li>• Year 5 Young Explorers programme provided until Covid.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD sessions provided for all staff including lunchtime supervisors.</li> <li>• Implementation of curriculum map and subject expectations.</li> <li>• All children to enter relevant festivals/competitions once available.</li> <li>• Raise profile of Bronze and Health ambassadors and house captains throughout the school.</li> <li>• Top up swimming sessions to ensure all are achieving the required level by the end of year 6.</li> </ul>

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

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £0</b>	<b>Date Updated: Sept 20</b>
What Key indicator(s) are you going to focus on?			<b>Total Carry Over Funding:</b> £0
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
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? <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.	%
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 <b>over and above</b> 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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £19,590		<b>Date Updated:</b>	
<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: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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"> <li>All children to take part in regular physical activity</li> <li>To improve the health and fitness of the children</li> </ol>	<ol style="list-style-type: none"> <li>Timetable 2 hours of PE weekly for every class. Schedule sports run by sports leaders at lunchtimes.</li> <li>Timetable Daily Mile for every class</li> </ol>	£1000			
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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"> <li>Sports coach to plan and deliver PE lessons and clubs for both Key Stages. Sports coach to monitor quality of lessons deliver by class teachers.</li> </ol>	<ol style="list-style-type: none"> <li>To continue employing sports coach to plan and deliver a range of sports following new PE curriculum map for all year groups.</li> <li>Sports coach to have regular</li> </ol>	£13,000			

<p>2. Raise the profile of Bronze and Health ambassadors and House Captains across the school.</p>	<p>meetings with ambassadors and house captain. Ambassadors to attend all relevant events at Jack Hunt. Ambassadors and captains to run assemblies for both Key Stages, alongside writing articles for school newsletter and website. Ambassadors and House captains to support sports coach with intra-school competitions</p>			
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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"> <li>Upskill all teaching staff in a selection of sports as identified by sports coach through monitoring in order to upskill children. Further expanded knowledge of health and fitness.</li> <li>Upskill lunchtime staff in running supervised games/activities at lunchtimes alongside sports leaders.</li> </ol>	<ol style="list-style-type: none"> <li>Sports coach will identify specific sports for each member of staff through monitoring and discussions with staff. Sports coach will provide model lessons and then teach alongside staff.</li> <li>Provide play leader training for selected children in year 5, and lunchtime staff. Sports coach to help implementation of games/activities and monitor.</li> </ol>	£1000		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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"> <li>1. To offer a range of lunchtime and after school clubs for all year groups.</li> <li>2. To take part in relevant events with Jack Hunt when available.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sports coach to timetable sports for after school clubs. Liaise with outside providers for gymnastics, football and hockey clubs.</li> <li>2. Each class to attend relevant events with other MAT schools at Jack Hunt.</li> </ol>	<p>£1000</p>		
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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:
<ol style="list-style-type: none"> <li>To continue to take part in sports competitions throughout the year, provided by both Jack Hunt and School Games.</li> <li>Sports coach to timetable house competitions and sports day for all year groups.</li> <li>To organise fun run with other MAT schools, based on success of previous event.</li> </ol>	<ol style="list-style-type: none"> <li>To enter all available competitions, and sports coach to provide team training as preparation for events. Pay for transport for all competitions that are not within walking distance of school.</li> <li>Sports coach to work with house captain to decide competitions. Select appropriate time of year for sports day and to plan and run events.</li> <li>To liaise with MAT schools and TF to plan and run this event.</li> </ol>	£1000		

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

Governor:	
Date:	