



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



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

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.

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All pupils have opportunities to participate in a variety of sports, including competitive sports within school. • Participation has continued during the pandemic in after school and lunchtime sports clubs. • Staff nurture pupils and encourage them to lead a positive attitude to PE and keeping healthy, supporting them to lead a healthy lifestyle. • Staff feel well trained and supported by professional coach. • PE subject leader has a good in depth understanding of the subject across the school. • Despite the national restrictions, Year 5 and 6 attended the residential at PGL and participate in many sports for the first time. • Sports day was held with parents attending. All restrictions were closely followed. 	<ul style="list-style-type: none"> • Provide an opportunity for all children to experience a sporting activity which they will not have had an opportunity to do before via whole school/year group trips. • Provide a balanced and varied PE curriculum whilst fully adhering to Covid-19 guidance for sporting activities in school.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	Unable to assess due to Covid
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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Unable to assess due to Covid
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Unable to assess due to Covid

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
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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: £17,110 plus additional funding from general budget will be added Total spend forecast: £20,460	Date Updated: September 2020		
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: 24.9% plus school budget
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:
Continued promotion of the daily mile across the school as a priority for all children every day. All children will be able to run for 15 mins without stopping (for some this will be a mile or more).	Adults and children (year 1-6 from Autumn, Reception from Summer) to go out running for 15 mins each day (or a mile if possible).	£0	Children have increased general fitness and stamina due the regular daily exercise being sustained across the year. Children's general fitness levels are very high. Pupils enjoyed taking part in the London mini marathon, each one completing 2.6 miles of running.	Continue this into the next academic year. Look at more opportunities to compete in long distance running e.g. local cross country competitions to enable children to further their love of running.
Lunch time sports clubs twice a week.	A qualified sports coach will continue to provide lunch time multisports clubs across all key stages to encourage children to engage with more physical activity outside of the PE lesson.	£1440	Many more children are actively engaged in sports and games during their lunch breaks. It is common to see a large number of Key stage 2 children participating in team games such as football that they now organise for themselves outside	Liase with the pupils to find out which games/activities they would be interested in trying during lunch breaks. Look into training some 'play leaders' within school to help the younger children to play more organised games in

			of the guided multisports clubs.	school.
Netball and football club to be run after school.	Netball and football clubs provided after school to enable children to further their skills in these areas and to increase the amount of time that they exercise across the week.	£1800 football £1260 netball	Netball club unable to run due to covid restrictions during that part of the year. Football has been successful in creating a team playing culture in school, outside of the club and the lessons. Pupils are keen to take part in football games wherever possible.	Continue to offer these clubs next year to continue to foster the love of team games.
PE and sport resources to use during lunch and break times and as part of lunch clubs.	Resources to support PE lessons and for use at lunchtime and playtime with a focus on engaging pupils in a variety of different sports. Pupils to learn and practise skills, as well as building teamwork. Teachers will have high quality resources for use in PE lessons.	£800	Resources required have been purchased, this has supported play with high quality resources.	Make another audit to assess any outstanding needs for sporting equipment for use in lessons and clubs. EYFS curriculum focus on gross motor skills – Which resources are needed to support this?
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	21.6%
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>Staff development – CPD PE subject leadership development, CPD for staff who are new to the school and for the School Direct training student teachers.</p>	<p>Subject leader to be given time to:</p> <ul style="list-style-type: none"> • Monitor the teaching of PE across the school • Liaise with the sports coach to review the PE curriculum coverage across the whole school, taking in to account the mixed age classes. • Observe lessons and monitor the quality of teaching across the school including that of staff and the sports coach. • Support teaching staff with the training and teaching required in their year groups. • Identify further training needs. • Taking a sporting activity audit across the school which will take parent and pupil voice and will provide evidence of the extra sporting activities take by children. • Teaching staff to receive training and training videos from the qualified sports coach. 	<p>£2000</p>	<p>Subject leader works closely with the staff and sports coach to ensure that teaching of PE is consistently good or higher across the school. PE curriculum coverage is broad and values a range of sports. The coverage takes into account the mixed age groups and the PE progression document made this year evidences the high quality and progression across the school. Sporting activity audit was taken and enabled subject leader to identify sporting strengths outside of school and helped to identify possible enrichment trips for children to experience a different type of sporting activity. Unfortunately, due to covid-19 restrictions, these trips were unable to take place and will be prioritised next year.</p>	<p>Subject leader to continue monitoring the subject closely and looking for opportunities to further enhance our strengths in PE as well as finding ways to enhance pupils experiences in physical activity.</p>
<p>Whole school focus on world events 2021 Olympic games Euro 2021 Football</p>	<p>Workshops and enrichment days planned to explore these world events. To promote excellence in sport and to inspire pupils to look to the</p>	<p>£500</p>	<p>Due to Covid-19 restrictions Euro 2020 activities were classed based, however the children were excited to support their given team and many were able to research the countries</p>	<p>Continue to promote national and international sporting events to excite and motivate children.</p>

	future of sport and what you can achieve if you continue to strive for excellence in sport.		involved.	
PE day focus 3 times a year a wide variety of sporting activities planned for children to enjoy sports.	100% of pupils to experience fun sporting activities, which encourage pupils to participate in sports for enjoyment and to lead a healthy lifestyle. This is to be planned in for 3 times across the year (Autumn, Spring, Summer).	£1200	Pupils love of sports is huge and all children are excited to take part and look forward to these sporting event days.	Continue to provide these regular PE days that children can take part in.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				53.5%
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:
The whole school will continue to receive specialist PE coaching and support (2 hours a week per class).	Qualified sports coach provided by an outside agency is hired to continue to raise standards in PE.	£9160	All PE teaching has been observed to be good or higher. Staff and the sports coach have worked closely alongside each other to provide excellent sports coaching.	Continue to timetable specialist teaching/coaching and CPD for all staff.
Any staff members who will be teaching additional PE lessons across the year will be given support and training to maintain high quality teaching and learning across the school. (This is to include the three new Schools Direct student teachers currently training with us)	Teaching staff work closely with the sports coach to plan and implement high quality lessons for every child. Sport coach to provide coaching videos to use alongside teaching in order to support the staff.		During school closures, the sports coach continued to provide PE lessons and activities for the children working remotely through fun activities. We also had to use more of this funding to utilise our sports coach for our coaching provision in school for our key worker children.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				Zero – school budget used
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>Whole school sports trip Trips are to be planned across the year (spring term onwards) for all children to experience a sporting activity which they will not have had an opportunity to do before, including supporting the residential for Y5/6.</p>	<p>Children get to experience a sporting activity that they have never experienced before. Increased cultural capital for those who have not been able to experience some different sports/activities</p>	<p>£2000</p>	<p>Unfortunately, due to covid-19 restrictions, these trips were unable to take place and will be prioritised next year.</p>	<p>Priority for next year in the Autumn/Spring terms.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: Zero – school budget used
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:
Pay into the competitive sports varied programme of alternative sports, e.g. lacrosse, flag football, etc. targeting specific children to ensure all have access to a broader experience.	Pupils invited to compete against other local schools of varying sizes to experience what it is like to compete in a wide range of sports.	£300	This has not been able to happen due to covid-19 restrictions but when the competitive sports against other schools begin again, this will be something we can compete in.	Sign up to this when covid-19 rules are removed for competitive school sporting events.
This will be subject to the Covid-19 guidelines and whether it is safe to do so. Th risk assessment of this will be ongoing.	Pupils experience sporting activities against other schools and pupils that they haven't met before.			

Signed off by	
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Date:	26 th July 2021
Subject Leader:	Lianne Holmes
Date:	26 th July 2021
Governor:	Jane Andrews
Date:	28 th July 2021