

# 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:
<p>Commitment to upskilling teachers using PE specialist.</p> <p>Engagement in virtual competitions.</p> <p>Provision of PE lessons during lockdown.</p> <p>Commitment to increasing children's fitness levels after lockdown.</p> <p>Playground leaders have provided a range of physical activities during breaks and lunches.</p> <p>Developed outdoor gym to increase opportunities for physical activity.</p> <p>More children have accessed competition due to this being virtual.</p>	<p>To continue to develop more team teaching and planning support sessions for staff.</p> <p>Continue to review the daily activity levels of the children during the school day with the view to increase the opportunities for children to achieve their 30 active minutes in the school day.</p> <p>Build upon raising the profile of PE and School Sport across the school.</p> <p>Continue to engage in the Healthy Active Lifestyle program.</p> <p>Increase the number of children taking part in competitive opportunities across the Trust and as part of the School Games pathway.</p> <p>Apply for the School Games Mark Gold.</p>

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: £</b>	<b>Date Updated: March 2021</b>
What Key indicator(s) are you going to focus on?			<b>Total Carry Over Funding:</b>
			£
<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 2020.	17%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	17%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	17%
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.

Academic Year: 2020/21		Total fund allocated: £		Date Updated:	
<p><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</p>					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?:	
<p>To <b>increase</b> the level of physical activity during breakfast club to allow children to achieve their 30 active minutes.</p> <p><b>Increase</b> the amount of opportunities within the school day where children can be physically active and achieve 30 active minutes.</p>	<ul style="list-style-type: none"> <li>Audit of current provision to identify activities that take place within breakfast club.</li> <li>From audit, highlight gaps and ensure that age appropriate activities are planned in.</li> <li>Regularly monitor and get feedback from staff and children.</li> <li>Train current Year 5 cohort of Playground Crew to deliver games during break times and lunch times.</li> <li>Staff ensure that Playground</li> </ul>		<p>£2534 Playground leader</p>	<ul style="list-style-type: none"> <li>Feedback from staff and children – linked to activities, and how children manage at start of school day.</li> <li>More children achieve 30 active minutes</li> <li><b>Programme of breakfast club activities.</b></li> <li>Claire Spencer to oversee playground crew during breaks.</li> <li>Online PE lessons have been uploaded to Seesaw weekly for all classes.</li> <li>Personal Challenge has been uploaded to Seesaw. Children have</li> </ul>	
				<ul style="list-style-type: none"> <li>Physical activity is always encouraged during breakfast club. Chn take part in Just Dance or physical outdoor activities.</li> <li>Continue to monitor the level of physical activity during breakfast club.</li> <li>Claire Spencer has taken part in Playground Leader training. She will encourage children to take part in these activities during breakfast club and breaks.</li> <li>Personal challenge to be encouraged during free time by Playground Crew.</li> </ul>	

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	<p>Crew remain motivated and confident when delivering activities.</p> <ul style="list-style-type: none"> <li>• Develop brain break activities e.g. BBC Super movers, Go Noodle during lessons.</li> <li>• Engage in Personal Challenge. <ul style="list-style-type: none"> <li>• Increase the amount of PE based after school clubs.</li> </ul> </li> </ul>		<p>uploaded evidence of completion.</p> <ul style="list-style-type: none"> <li>• Since coming back to school, children have been given regular brain breaks using BBC supermovers etc.</li> <li>• Staff have increased the frequency of outdoor lessons, giving children more opportunities to take part in physical activity.</li> <li>• Each year group has had the opportunity to take part in at least one physical after school club for the whole year.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor effectiveness of Playground Crew.</li> <li>• Provide further training/support where needed.</li> <li>• Elect a Playground Crew representative to the Student Council. This person will be responsible for voicing concerns/ ideas regarding physical activity in school.</li> <li>• Observe/ monitor behaviour during PE lessons and break times.</li> <li>• School Council to survey children about which after school clubs they would like to take part in,</li> </ul>
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<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:
	%

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:
<b>Celebrate</b> and <b>promote</b> the children’s sporting achievements to their peers, staff and visitors by creating an appropriate PE noticeboard in a prominent position.  Establish a Playground Crew	<ul style="list-style-type: none"> <li>• Identify appropriate position and regularly update noticeboard.</li> <li>• Use noticeboard to promote clubs, sporting values, healthy lifestyles and upcoming events.</li> </ul>		<ul style="list-style-type: none"> <li>• Clear, concise information available.</li> <li>• Regularly updated and reviewed</li> </ul>	Continue to update noticeboard with relevant information regarding sports events.

<p>noticeboard to provide children with a student voice in sport and PE.</p> <p>Pupils to be more motivated and engaged in classroom lessons.</p>	<ul style="list-style-type: none"> <li>• Use the Playground Crew noticeboard to promote clubs and playtime activities as well as being a link for younger children. Promote positive role models.</li> <li>• YST values linked to Skills Builder used in school.</li> <li>• Staff refer to these skills during lessons.</li> </ul>		<ul style="list-style-type: none"> <li>• Noticeboard, website, twitter.</li> <li>• Feedback from parents and children.</li> <li>• Match reports and Playground awards.</li> </ul> <p>Engaged in Active5 – including cross-curricular activities.</p>	<p>Playground Crew to deliver physical activities at break and lunch times.</p> <p>Children to continue to write match reports after competitions.</p> <p>Continue to ensure that this is part of the weekly schedule.</p> <p>Develop more opportunities for cross-curricular PE opportunities.</p>
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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:
Increase the competence and confidence of staff to enable them to deliver high quality PE and achieve National Curriculum requirements.	<ul style="list-style-type: none"> <li>Engage with CPD opportunities from NPESSS; including PE subject lead development, sport specific twilights and FMS development.</li> <li>Regular review and monitoring of staff skills.</li> <li>PE lead to engage with regular CPD opportunities.</li> </ul>	£2520 (PE specialist)  £3900 (PE SLA- NPES – 2 years)	<ul style="list-style-type: none"> <li>Lesson observations.</li> <li>PE Assessment Data</li> <li>Staff confidence survey outcomes.</li> <li>Staff able to plan and lead a series of lessons.</li> <li>Lessons are more focused and meet the needs of the children.</li> <li>PE lead has taken part in online CPD opportunities.</li> </ul>	PE lead to assess training needs through staff meetings.  Teachers to use assessment data to inform lessons.  Teachers to remain confident in the delivery of PE.  Continually measure impact of PE specialists.
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:

<p>Increase the engagement of children in extra curricular activities by ensuring that there are a wide range of activities provided by external providers and teaching staff.</p>	<p>Encourage more staff to run physical after school clubs.</p>		<p>Every year group has been offered at least one physical club per week. Different activities offered every term. Children provided with ideas for extra-curricular activities during lock down using Seesaw.</p>	<p>Continue to develop opportunities for a wider range of sports.  Make links with sporting clubs in the community.</p>
<p>Broaden the range of physical activities offered to all pupils.</p>	<p>Provide opportunities to take part in a wider range of sports outside of school.</p>		<p>Years 5 and 6 taken to Hetton Lyons to take part in canoeing.</p>	<p>Increase opportunities for children to take part in a range of different sports and activities.</p>

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:
<p>Provide and increase the number of competitive opportunities provided for pupils by engaging in:</p> <ul style="list-style-type: none"> <li>- School Games competition programme.</li> <li>-Trust competition programme.</li> <li>- Schools 500 games.</li> </ul> <p>Engage in the local authority Schools 500 games event.</p>	<ul style="list-style-type: none"> <li>• Add school games events into the school diary.</li> <li>• Plan curriculum based on competition dates</li> <li>• Enter competitions when invitations are received.</li> <li>• Book transport</li> <li>• Attend events</li> <li>• Promote outcomes after each event</li> <li>• Link to CPD</li> </ul> <ul style="list-style-type: none"> <li>• Enter competitions when invitations are received.</li> <li>• Book transport</li> <li>• Attend event</li> <li>• Promote and celebrate outcomes after event</li> </ul>	£3500 (Minibus and Driver)	<ul style="list-style-type: none"> <li>• Participation in virtual school games competitions – Sportshall athletics, hockey, netball, rugby</li> <li>• Noticeboards, Twitter, school website, newsletter with updates on sports competitions.</li> </ul> <ul style="list-style-type: none"> <li>• Promotion of event on School social media, website, newsletters, noticeboard.</li> <li>• Schools 500 competitions took place in school due to COVID-19 restrictions.</li> </ul>	<p>Use activities from competitions in school to prepare for next year’s competitions. Continue to engage in regular competition and aim for Gold School games mark.</p> <p>Promote Sports Day on social media. Continue to celebrate achievements in PE during assemblies.</p>