

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

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 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>CPD opportunities for all staff with particular focus for enhancing Support Staff skills and confidence in supporting PE lessons as well as raised confidence and subject knowledge of teachers.</p> <p>Extra-curricular clubs/lunchtime clubs eg. mindfulness, yoga, nurture groups.</p> <p>Continued to provide sporting activities through pandemic 1- virtual competitions via Northamptonshire Games for participation remotely eg. Joe Wicks links, activity cards for home access, Yoga, competitive activities.</p> <p>Via Zoom PE lead has continued to work alongside our School Sports Partners in planning &amp; upskilling personal CPD</p> <p>In response to Covid - virtual &amp; in-school participation in Daily Mile initiative (despite lockdown)</p> <p>Raised the profile of school sports via website &amp; social media.</p> <p>Play Leaders received training and are now able to lead play at morning &amp; lunch break times</p> <p>Evaluated resourcing eg. new equipment to purchase resulting in improved</p>	<p>Covid response - Identified need for further participation in Intra-school events</p> <p>Accessing enrichment activities eg. gardening club, lunch-time activities/clubs</p> <p>PE lesson visits to ensure quality of provision and children's engagement in activities offered.</p> <p>Assessment: Teacher's use of assessment of PE lessons for skills development/future planning &amp; identifying gaps.</p>

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.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over:</b> £	<b>Date Updated:</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? 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.	Based on current Year 6 pupils ability at end of Year 5 100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
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 <b>over and above</b> 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: £15,000 (tbc)	Date Updated: July 2021	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase physical activity of pupils throughout the day (especially during & post lockdown)	Resource playtimes with equipment that enhances pupil skills and increases participation.  Training for pupils as play leaders  Play Leaders kit - hoodies	150.00  part of Tamsyn King cost - 1,090  100.00	Children are active at playtime, using resources and increasing development of skills. Play leaders confidence and well-being improves and they feel valued for role taken.	Continue to replace & update playground equipment. Buy container to store playground equipment. Refresher training and new training for cohort new academic year.  Continue to implement & resource Daily Mile initiative
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To maximise participation of school sports to raise the profile to all stakeholders. To further support disadvantaged pupils to participate in school sports and enrichment programmes.  To support positive mental health & emotional well-being in pupils & staff - post pandemic	Newsletter, website and social media platforms promoting sport to parents. IT training/CPD for PE lead Regular attendance at Cluster sporting events - Covid Increase pupil attendance in competitive sport. Celebration assemblies every week to whole school and open to families ensuring that all are aware of the importance of physical activity and healthy lifestyles. Role Models - staff act as positive role models to raise the profile of PE. Certificates and trophies displayed for parents and visitors to see. Sports crew uniform identifies leaders.  Engage external sports clubs to run after school activities - subsidise for disadvantaged pupils. Incentivise and reward schemes for participation eg. trophies, spirit of the games certificates  Whole School trip - subsidised Sports Day	Total combined 2,000  1,000 1,000 5.00	Children are more aware of competitions on offer and the broad range of sports available to them. All visitors to the school are able to see the sporting achievements of our pupils. Increased confidence and knowledge of Sports leaders. School and wider community are aware of sports and PE achievements in the school. Staff wearing PE kit when teaching to promote good practice and positivity about PE. Pupils motivation to achieve promotes well being.	Post Covid - continue to further develop marketing and re-introduce face-to-face parent engagement in school for sporting events.

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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:
To provide a clear curriculum map with skills progression and quality scheme of work.	Subscribe to Primary PE Planning. To support staff in delivery of SOW - PE lead teacher class cover	695 200	Quality planning resources supports high quality teaching so pupil learning and skill development is heightened. Staff confidence increased/subject knowledge improved. Pupil progression fluid and coherent so ready to progress.	Next steps: Assessment tracking tool to purchase as add on to scheme.
To plan staff CPD with Sports Coach in order to further increase knowledge, confidence and skills for teaching PE.	Work alongside Sports Partners to achieve eg. School Games Mark; Tamsyn King CPD Class cover	1,090 200	Pupil engagement and skill development	
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:
Covid response: Increase pupil participation in daily physical activity by offering a broader range of activities and skill development.	Purchase resources and equipment that will enhance extra-curricular activities eg. athletics equipment Use of virtual initiatives alongside Northamptonshire Sport/School Games to enhance pupil engagement remotely and in school.	1,500 150	Pupil knowledge and skills embedded and are able to fully participate in inter-school activities eg. Sports Hall Athletics with confidence New skills development: inclusive sports,	Continue to develop CPD opportunities for staff across the school. Explore use of assessment across the school.

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:
To continue to participate in Cluster Sports events arranged in partnership with our School Sports Partners.	Enable teachers/PE lead to attend - class cover/expenses covered  Purchase equipment to support skills development in outside of school clubs, eg. footballs, tennis	200          100	Children gain confidence in using a wide range of equipment purposefully, utilising transferable skills developed in lessons for competition purposes. Increased confidence and physical fitness. Pupil engagement in activities at weekends	Sustainability dependent upon Covid measures in place & protocols.

Signed off by	
Head Teacher:	Miss K. Crawford
Date:	27.07.2021
Subject Leader:	S. Addison
Date:	27.07.2021
Governor:	
Date:	



