

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 **31st July 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Participated in cluster events and activities up until 23rd March. Organised intra school competitions (St. John's Challenge). Had opportunities planned for summer term but unfortunately these were cancelled due to COVID restrictions.</p>	<p>Explore virtual opportunities for children to engage with sport while COVID restrictions are in place. Further engagements with the SSP to support pupils in accessing sport opportunities. Look to create online and virtual competitions within the cluster during COVID restrictions. Plan activity days for children to engage in new sports for summer term if COVID restrictions have been lifted.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>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 2020.</p>	39%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	23%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	29%
<p>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?</p>	Yes

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: £17,600		Date Updated: July 2021	
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:
					%
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?:	
Give children the opportunity for regular exercise.		Buy equipment for sports boxes that each class can use at playtimes to play games and get engaged in focused sport activities.		£500	
				Children have been engaged in regular exercise at break times. After school clubs have engaged pupils and resources have been added to the boxes to in line with after school clubs.	
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?	
				Funding allocated:	
				Sustainability and suggested next steps:	

Take part in regular competitions and provide pupils with the opportunity to try and take part in different sporting opportunities.	Provide children with the opportunity to take part in sport competitions and events virtually. Invest in computer equipment to record children's sporting achievements and submit online entries.	£1000	Children have taken part in virtual cross country and swimming gala competitions as part of cluster and SSP.	Engage in future SSP and cluster competitions. If restrictions continue then look to organise further virtual competitions or challenges.
Develop a love of sport across the school. Ensure competitions and sporting achievements are valued.	Create intra school whole school sporting events and opportunities across the year. Celebrate virtually in assemblies and add information and achievements to the school website. Subject leader to be given non contact time to organise and collate information.	£500	Sporting events have been celebrated as part of whole school assemblies. Medals have been awarded. Classes have taken part in a sports day and stickers and points have been celebrated and shared on the school website.	Celebrate more achievements and children that are taking part in cluster and SSP events. Ensure website is kept up to date with achievements.
Provide top up swimming sessions for those children not meeting National Curriculum targets at the end of KS2.	Organise additional sessions with Broadland High School in the Summer Term for year 5 and year 6 pupils.	£1000	Year 5 has taken part in additional swimming sessions. Currently 81% are able to swim 25m and 32% have achieved the progressive stroke award. Year 4 have had additional sessions as COVID meant schools were closed and they missed their original slots.	Targeted top up swimming for current year 5s next summer term as there are currently 8 children who are unable to reach 25m. Top up swimming will also be needed to ensure more children achieve the progressive stroke award.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	32.67%
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:
CPD for staff delivering Real PE. Improved teaching of lessons will improve pupil progress and enjoyment.	PE advisor and subject leader to support staff throughout the year to improve learning nutrition. Coaching/mentoring to be recorded to show progress towards a 5 star lesson.	£2580	New staff are confident delivering Real PE schemes of work and children report enjoyment in PE lessons. Coaching and mentoring has improved the quality of lessons and this has been assessed through lesson observations.	Ensure NQT is supported with the delivery of PE has coaching and mentoring opportunities.
To develop subject leadership and achieve High Quality PE Mark.	Subject leader to be given non contact time to monitor, plan and assess PE across the whole school.	£1000	COVID disrupted this and this needs to continued to the next academic year.	To achieve High Quality PE Mark.
HLTA to deliver high quality PE.	Bev Bucklee to deliver 1 PE session a week to KS2 class.	£2170	COVID disrupted this and this needs to continued to the next academic year.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	38.64%
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 provision of equipment and resources.	Buy new equipment to meet the needs and demands of curriculum PE lessons and after school sports clubs when COVID restrictions allow.	£2800	New equipment was purchased throughout the year to support the delivery of Real PE. Teachers contacted the SL with requests and the SL then checked the resources and ordered what was necessary.	Ensure SL is in charge of ordering equipment as SL has the PE audit so is aware of current resources. Continue to develop and ensure equipment needed is ordered. Sort through PE cupboards at start/end of academic year to check and amend the audit and ensure broken equipment is discarded and replaced.
Develop new sporting opportunities in school.	Run taster days for new sports in school or take children to activity centres for a trip to explore new sports when COVID restrictions allow.	£4000	Children have has the opportunity to climb on a hired climbing wall and take part in archery. KS1 have had multi-skills sessions and a visit to challenge woods at The Nest. KS2 have taken part in tubing and skiing. This was all part of sport enrichment week and the children responded very positively to the activities. Taster sessions in KS2 have taken part in dance and tag rugby. These have then fed into afterschool clubs which were oversubscribed. There were 30 pupils at each club and a waiting list for each.	Organise further opportunities for new sports next year. Continue to plan and organise a sports enrichment week. Organise taster sessions of sports to generate interest and engagement in after school clubs.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	11.65%
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:
Give children more opportunities to take part in competitive sport.	Access virtual competitions via the SSP. Organise virtual competitions with the cluster. Subject leader time to set up and deliver these opportunities.	£500	Children have taken part in virtual cross country and swimming gala competitions as part of cluster and SSP.	Engage in future SSP and cluster competitions. If restrictions continue then look to organise further virtual competitions or challenges.
Prepare children for a competitive swimming gala.	Provide additional swimming sessions for 5 weeks to improve stroke and swimming technique in order to prepare children for cluster swimming gala.	£250	Additional swimming sessions were organised for Year 5 to practise for the gala and develop their progressive stroke award.	Organise same opportunity for children next academic year but focus on year 6.
Transport for children to attend sporting competitions, events and activities.	Book coaches for children to attend sporting activities and events.	£1300	Unable to complete due to COVID.	Continue next year is restrictions are lifted.

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	
Date:	
Governor:	
Date:	