

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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 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:
Implementation of Real PE, until March 2020 (Covid-19 lockdown). Training provided by Real PE to support staff in implementation. Professional sports visitor to school. Regular afterschool clubs to promote a range of different sports. Premier sports baseline assessments (cancelled in summer term due to Covid-19). Participation in intra and inter school's competitions. Sports Day, in line with Covid-19 restrictions. Sports Plus expert to provide expert coaching for the children and CPD opportunities for staff. Gymnastics club, provided by Premier sports and access to qualifications. Lunchtime activities provided by Premier Sports. Yoga and mindfulness provided by Relax Kids to promote positive mental wellbeing.	Ensure Real PE is being taught across school by completing drop ins. Use a questionnaire to staff to ensure secure understanding and confidence teaching Real PE. Develop a range of after school sports clubs. Develop in house baseline assessments. Develop lunchtime clubs, by training lunchtime supervisors and pupils using the Little Leader programme.

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Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

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.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?					Total Carry Over Funding:
					£0
Intent	Implementation		Impact		
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.	Not applicable due to the pandemic.
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.	Not applicable due to the pandemic.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Not applicable due to the pandemic.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not applicable due to the pandemic.
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?	Not applicable due to the pandemic.

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: £17190		Date Updated: 25.5.21	
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:
					60%
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: £10350	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Lunchtime activities		Pastoral manager			Lunchtime training for supervisors. (booked Nov 21)
Baseline Assessment		PE Leads			Assess across year groups- <i>development with SSP resources.</i>
Expert sports coach		Sports Plus			Develop physical activity.- <i>consistent quality teaching from expert sports coaches.</i>
Expert dance coach		Rhythmix			Promote different sports specific focus- <i>children have taken part in cricket competition and dance festival.</i>
Regular physical activity		Daily Mile			Develop stamina and promote regular exercise- <i>not achieved.</i>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					19%
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: £3240	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase parental participation Children to learn strategies, skills and knowledge maintaining good health and well being	Enrichment activities Invite parents/carers to sporting events. Sign post parents to local clubs eg after enrichment activities Yoga/mindfulness		High attendance of parents- <i>not achieved in person.</i> Positive mental well being to impact classroom learning- <i>children from each year group have attended sessions, plus extra sessions for those children who</i>	Parents to attend in person due to Covid-19. Use playwaze app and social media to engage parents. <i>(engagement in activities using the playwaze app)</i> Develop health and well being across school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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: £750	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Scheme of work for PE across the school. Staff subject knowledge and confidence. Co-subject Lead release time	Real PE Real PE INSET Dance/gymnastics twilight sessions Co-subject leads to complete learning walks to ensure Real PE aims and plans are implemented		Providing a progressive and consistent approach across school Developing staff confidence in the teaching of skills in Physical Education Staff to develop a knowledge of how skills progress in the year groups/key stages across the Primary phase. <i>Real PE training undertaken. PE lead assessment training also.</i> Ensure sports/PE is developed across the school/the expenditure plan is implemented. <i>PE expenditure implemented and reviewed. Drop ins cancelled due to bubbles (Covid19)</i>	Assess the impact of Real PE across the key stages. Questionnaires to ensure staff confidence. <i>(completed)</i> Drop ins and development of the assessment tool.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
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: £2350	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Additional achievements:				
Sporting experience afternoons	Pupils to be offered a range of sporting opportunities eg curling or lacrosse		Develop confidence and new skills- <i>summer sports festivals (SSP), boccia sessions.</i>	Provide more opportunities for sporting experience afternoons next year after the restrictions have been lifted.
Attending school festivals	SSP		Promotes team work, confidence, improved mental health in pupils across school- <i>cricket competition, dance festival.</i>	Attendance at festivals after restrictions have lifted.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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: £500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Intra-school competitions	Enter children into regular Bolsover SSP competitions each term.		Allow pupils the opportunity to develop or gain new skills/meet new children/develop an interest in competitive sport.	<i>Attendance at festivals after restrictions have lifted.</i>
Inter-school competitions	Pupils enter into regular inter-school competitions.		Allow pupils the opportunity to develop or gain new skills/meet new children/develop an interest in competitive sport.	

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