

# 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](http://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:   |
|--|--|
| <ul style="list-style-type: none"> <li>• Play time leader at lunchtimes (July 2018)</li> <li>• Setting up and running Forest School and introducing to the EYFS (July 2018)</li> <li>• Positive feedback and observations in Forest School (July 2019/2020)</li> <li>• Increased volunteers in Forest School (July 2020)</li> <li>• Tree climbing and digging area added to Forest School (July 2020)</li> <li>• Increase in sharing healthy selfie activities from home (July 2019)</li> <li>• Frequent healthy selfie assemblies and certificates given out (July 2020)</li> <li>• Yearly healthy week: last year including more activities e.g. fruit workshop, chance to shine cricket; assembly and lessons, tennis coach, yoga lessons, being mindful, sleep and kindness activities. (July 2018/2019)</li> <li>• Working SCSSP PE specialist (July 2019)</li> <li>• PE observation with PE specialist showed good levels of engagement and confident delivery. (July 2019)</li> <li>• Pupil voice carried out twice a year</li> <li>• Sports day</li> <li>• Lunchtime SEN social skills and active club set up</li> <li>• Began to see an increase in ipads used in lessons at the start of the year before COVID (July 2020)</li> <li>• Record of attendance clubs set up to help target children who are not accessing clubs and to ensure club spaces are given to children who need not get a space in the previous term (July 2020)</li> <li>• Whole school active trip within the local community was well attending by families with positive feedback (July 2020)</li> <li>• Pupil voice questions linked more closely with Forest School and Lunchtimes (July 2020)</li> <li>• Offering a range of clubs including multiskills, football, yoga, balancability, lego club, archery, arts and crafts, gymnastics and cooking. All with a good uptake. (July 2018/2019/2020)</li> </ul> | <ul style="list-style-type: none"> <li>• Due to COVID-19 findings from staff voice have not been implemented. Revisit and respond to the needs of staff and increase CPD within PE</li> <li>• Continue to increase the use of ipads in PE as a teaching and assessment tool</li> <li>• Due to COVID-19 more active trips with the community and families did not happen. When safe and appropriate we want to continue to work to increase the number of whole school activities linked to physical activity and broaden experiences within the community.</li> <li>• Plan additional intra-competition in Healthy week</li> <li>• Unfortunately, due to COVID-19 we have not been able to run clubs. During lockdown we shared physical activities as part of are remote learning as well as activities focusing on well-being. Since returning to school, we have continued to run the SEN lunchtime club and have set up our own active lunchtime club with all KS1 children. We have shared online clubs and we are looking into setting up a small yoga club for Reception children.</li> <li>• Set up our own active lunchtime sessions with staff from school in response to COVID 19 and decreasing engagement of previous club provide. We hope to increase the engagement and enhance social skills and resilience of all KS1 children</li> <li>• Increase and promote active travel to school in response to COVID-19 and traffic problem near school.</li> <li>• Due to COVID we cannot have whole school healthy selfie assemblies. Parents have been asked to send in photos and they are being added to the board in the hall for all children to see.</li> <li>• Fine motor has been highlighted as an issue for some children across the school. Therefore a focus on resources for each class to build these muscles will be looked into.</li> </ul> |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **YES**

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: £6641 | Date Updated: 26/11/2020  |
|--|--|--------------------------------|---|
| What Key indicator(s) are you going to focus on? : 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                                      |  |                                | Total Carry Over Funding:<br>£6641  |
| Intent   | Implementation   |                                | Impact  |
| Run an active play club at lunchtime for KS1 to increase physical activity, social skills and build resilience. To improve behaviour at lunchtimes, within class.  | Employ 2 members of staff to run 4x15minute active games a day for children in Year 1 and Year 2 | £4332                          | 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?: |
| Run 2 small yoga clubs for Reception to develop and strengthen core muscles and balance to improve coordination.   | Yoga instructor to deliver 2 separate yoga session.  | £600                           |   |
| Fine motor resources for all classes to build and strengthen hand and finger muscles, improving handwriting across the school.   | Box of activities specific to fine motor control for each class.                                 | £150                           |   |
| Employ an extra person for Forest School to help with running the session. So that children can still access Forest School and the resources during restrictions of COVID-19.  | Member of staff 30mins each day.   | £ 2253                         |   |
| Buy new quoits and balls to ensure PE can be delivered safely and children have access to resources during lunchtimes whilst play equipment is doing allowed to be accessed. We want our children to stay active and playful during their lunchtimes and minimise the impact of COVID- restrictions. | PE coordinator and finance to order equipment.   | £150                           |   |
|  |  |                                | Allocate funding from 2020-2021 to continue the club across the year.   |
|  |  |                                | Offer the club to all year groups when we are able to safely.   |
|  |  |                                | Reusable items that can be kept in the class for following years.   |
|  |  |                                | Would not need to carry on once COVID restrictions are in place. Allows for the continuity of Forest School for all children during COVID-19.   |



|   |     |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety.<br>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.  | N/A |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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. | N/A |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | N/A |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | N/A |
| 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?   | N/A |

## 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: £ 17022 | Date Updated: 26/11/2020   |  |
|---|---|-------------------------------|--|--|
| <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  |   |                               |  | 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: |
| 1.Continue to run an active play club at lunchtime after March 2021 for KS1. We want children to increase the amount of time they are physically active for, to improve social skills and build resilience. We want children to learn to cooperate, rely on each other, feel part of a group, learn new games skills and apply during breaktimes, lunchtimes and afterschool. We want them to have coping mechanisms for when something does not go their own way. e.g. learning to share, losing a game. This will improve behaviour at lunchtimes and within class. | Employ 2 members of staff to run 4x15minute active games a day for children in Year 1 and Year 2        | £4332                         |  |  |
| 2.Run an active play club at lunchtime for Reception. Same as above. With a focus on nurture and well-being. We want children to make links with being active, outside, friends and feeling happier.  | Employ 2 members of staff to run 2x15minute active games a day for children in Reception.               | £2166                         |  |  |
| 3. Run SEN lunchtime games/nurture/social skills club. We want our children to develop their social communication skills and gross motor  | Employ 2 members of staff to run club for 35minutes a day. Staff to work with PE coordinator and SENco. | £2166                         |  |  |

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| skills. We want children to know each other's names, to be able to ask each other play a game, take turns, focus on an activity for 10minutes.   |   |                           |   |   |
|--|---|---------------------------|---|---|
| <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  |   |
| <b>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:</b>   | <b>Make sure your actions to achieve are linked to your intentions:</b>   | <b>Funding allocated:</b> | <b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b> | <b>Sustainability and suggested next steps:</b> |
| <b>Physical Education</b><br>Teachers to use iPad as a reviewing tool during lessons. To help children review their own learning and take ownership in creating next steps.                                | Teachers to upload example videos and photos to sharepoint. PE coordinator to monitor and discuss during staff meetings. Pupil voice question added specific to reviewing and improving learning.   | £150                      |   |   |
| <b>School Sports</b><br>To provide a range of clubs outside of the curriculum when safe to do so. We want our children to develop and broaden further knowledge and skills through playful games.          | PE coordinator to lease with club providers and head teacher as soon as we can provide more.  | £0                        |   |   |
| Keep a record of who is attending clubs and ensuring children who do not get into a club are offered a club first next time. To ensure as many children possible can attend and broaden their experiences. | Finance staff to input data on sheet and share with PE Coordinator. Finance staff to allocate club spaces to children who have not had a club. PE coordinator to identify children to target and office staff to send letter to their family. | £150                      |   |   |
| <b>Physical Activity</b><br>Continue to promote the 'Healthy selfie board'. We want our children to live   | Head teacher to ask parents to send PE Coordinator pictures or examples of  | £0                        |   |   |

| <p>healthy lifestyles. We want to promote and share good examples of children, staff and families living healthy lives. We want our children to know how to live healthy lives. We want to celebrate what the children achieve which will help them to build their confidence and inspire others.</p> <p>Plan Healthy week. To encourage children to live healthy lifestyles and to equip them with the knowledge how to. We want to inspire children through broad activities and visitors. We want our children to want to live active lives and find what they enjoy. We want our children to know that healthy lifestyles isn't just sport and it is a way of living throughout life.</p> <p>Plan whole school activities linked to physical activity. To broaden children's experiences within the community and with their families. E.g. park life walk</p> | <p>children being active and healthy both physically and mentally. PE Coordinator to display on board for all children to see.</p> <p>PE Coordinator to take a day to plan week and contact various outside providers. TBC depending on COVID-19. Will revise so it can go ahead if we are restricted.</p> <p>Senior Leadership Team and teachers to plan during whole school enquiry planning. When restrictions are lifted.</p> | <p>£180</p> <p>£180</p>   |   |   |
|--|---|---------------------------|---|---|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>   |   |                           |   | Percentage of total allocation:                 |
|  |   |                           |   | %   |
| Intent   | Implementation  |                           | Impact  |   |
| <b>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:</b>   | <b>Make sure your actions to achieve are linked to your intentions:</b>   | <b>Funding allocated:</b> | <b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b> | <b>Sustainability and suggested next steps:</b> |
| Review Staff Voice [SV] – undertake a needs analysis to ascertain what CPD staff require. We want our staff to feel confident in delivering high quality PE, so the children learn key skills and a love for PE.   | <p>PE coordinator to book time out of class to review staff voice and suggest staff training for those who would like it. Make PE observations. X1 am session<br/>3x PM session for observations</p> <p>Through SV and email make staff aware of available PE training.</p>   | <p>£360</p> <p>TBC</p>    |   |   |



|  |  |      |  |  |
|--|--|------|--|--|
| Observations/planning scrutiny to ensure our children are receiving PE inline with Long Term Plan and to ascertain what PE looks like across the school.   | PE coordinator to book 2XPM From the observations PE coordinator to share non negotiables. | £180 |  |  |
| PE coordinator to attend Youth Sports Trust and CAM academy work party on curriculum development. We want to adapt and develop what we deliver so that our children are receiving high quality PE education. | PE coordinator to attended sessions via Zoom every other week.                             | £0   |  |  |
| Pupil Voice - to understand teachers impact on children's PE. We want our children to be able to articulate what they have learned, talk about healthy lifestyles and enjoy PE.                              | PE Coordinator to take 1x PM slot  | £120 |  |  |
| PE Coordinator attend PE conference and Network meetings to increase coordinator knowledge and confidence.   | Office staff to be made aware and book on training.  | £500 |  |  |

|  |  |  |  |                                 |
|--|--|--|--|---------------------------------|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> |  |  |  | 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: |
| Healthy Week visitors linked to PE and Forest School. To inspire our future generation in being active, life healthy lives, respect our planet and become sporting professionals. | Plan in healthy week   | TBC                |  |  |
| Continue weekly Forest School for all children. To help children develop active healthy lifestyles by being outside. This will support their mental and physical                  | Provide a regular slot for each class.                           | £0                 |  |  |

|  |                       |  |                           |   |   |
|--|-----------------------|--|---------------------------|---|---|
| health. Provide them with opportunities they may not have. To encourage them to be lifelong learners in the great outdoors. To learn to respect our planet.            |                       |  |                           |   |   |
| Increase the numbers of FS volunteers to rise the child to adult ratio and enable children to access more activities. To help broaden the range of activities.         |                       |  |                           |   |   |
| Continue to provide den building and digging area.   |                       |  |                           |   |   |
| Christmas active school fete – children will see active activities and fun and engaging. Children will develop skills of tolerance, turn taking and perseverance.      |                       | RL to plan and include active activities                                 | £0                        |   |   |
| <b>Key indicator 5: Increased participation in competitive sport</b>   |                       |  |                           |   | Percentage of total allocation:                 |
|  |                       |  |                           |   | %   |
| <b>Intent</b>  |                       | <b>Implementation</b>  |                           | <b>Impact</b>   |   |
| <b>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:</b>     |                       | <b>Make sure your actions to achieve are linked to your intentions:</b>  | <b>Funding allocated:</b> | <b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b> | <b>Sustainability and suggested next steps:</b> |
| Chance to Shine – Year 2 pupils participate in cricket training, to broaden their experiences of different sports. To support their well-being during the SATs period. |                       | PE Coordinator to liaise with SLT, Year 2 staff and Chance to Shine team | £0                        |   |   |
| Plan additional fund-raising intra-competition during healthy week.  |                       | PE coordinator x1 day to organise and plan.                              | £180                      |   |   |
| Head Teacher:  | Rae Lee 7.12.2020     |  |                           |   |   |
| PE Lead:   | Sophie Legg 5.12.2020 |  |                           |   |   |
| Governor:  | Sue Orledge 6.12.2020 |  |                           |   |   |