

# 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:
<ul style="list-style-type: none"> <li>• A variety of sports have been introduced to the children. For example, external coaches have delivered para-sport and cheerleading.</li> <li>• Children have been inspired by visiting speakers. They have listened to athletes talk about their sports and other topics such as confidence and overcoming barriers.</li> <li>• Bronze Young Ambassadors introduced and children undertook training.</li> <li>• Children had the opportunity to take part in after school sports clubs.</li> <li>• Children participated in competitive sporting competitions before the COVID-19 pandemic. This increased enjoyment and enabled children to experience the competitive element of sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving physical activity for 60 minutes a day amongst children. For example, introducing a daily mile and lunchtime games.</li> <li>• Providing resources that children can use at home to keep healthy such as, links to physical activity, healthy recipes the children can try and activities to help if they are struggling with their mental health and wellbeing.</li> <li>• Develop pupils' knowledge and understanding of good physical health, mental health, healthy eating and regular exercise.</li> <li>• Provide lunchtime and after school clubs for children to participate in and to help adopt a love of sport and physical activity.</li> <li>• Audit of resources to enhance PE and sports resources for lessons, lunchtime and after school clubs.</li> <li>• To continue participating in a range of sporting competitions for children to enjoy and experience the competitive element to sport when safe to do so.</li> </ul>

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

\* 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> GCE- £6836 LSN- £7543	<b>Date Updated: 29/03/21</b>		
What Key indicator(s) are you going to focus on?  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.				Total Carry Over Funding: <b>GCE- £6836</b> <b>LSN- £7543</b>
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Due to the COVID-19 pandemic children have not been exercising or taking part in sports with the government advice telling them to stay inside. Therefore, the intent is to:</p> <ul style="list-style-type: none"> <li>To develop and encourage children to engage more regularly in physical activity and additional physical activity opportunities.</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>Carry on working alongside Inspire+ to develop opportunities for sports and physical activity. <ul style="list-style-type: none"> <li>-External coaches coming into school to coach different sports each term.</li> <li>-Roots to Food programme organised to help children understand the importance of eating healthy. Additional session also</li> </ul> </li> </ul>	<p>Carry over funding allocated:</p> <ul style="list-style-type: none"> <li>£4000 Inspire+ membership</li> <li>£720 each term</li> <li>Included in membership. £100 on food.</li> <li>£400</li> </ul>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p> <ul style="list-style-type: none"> <li>Inspire+ <ul style="list-style-type: none"> <li>- Children had to stay at home and complete learning online due to the COVID-19 pandemic. Children had a variety of physical activities and challenges sent home by Inspire+. Children could access these sessions online and could complete around school work.</li> <li>- Inspire+ coaches have been going into school to deliver 2x sessions to key worker/vulnerable</li> </ul> </li> </ul>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <ul style="list-style-type: none"> <li>Inspire+ <ul style="list-style-type: none"> <li>-Bronze Young Ambassadors to take on more of a responsibility in promoting physical activity in school.</li> <li>-Playground Leaders to support younger children at lunchtimes on how to play a variety of physical activity games to help promote values such as teamwork and communication.</li> <li>-To carry on working with Inspire+ coaches on delivering a variety of different sports across all age ranges.</li> </ul> </li> </ul>

	<p>booked for later in the year.</p> <ul style="list-style-type: none"> <li>-Mentoring programme delivered by Inspire+ ambassador Sam Ruddock. To target those children who struggled during the first lockdown and to help with coming back to school.</li> <li>-Implement Sports Ambassadors to help promote sports and encourage and inspire others to take part.</li> <li>-Playground leader development to help children lead physical activity games at lunchtime.</li> <li>- Ambassador workshop to cover topics such as, adventure, exploring your local area, resilience, goal setting, communication, teamwork and looking after your body/health.</li> <li>- Fitness mentoring Programme. Six sessions enabling pupils to become more active and aware of looking</li> </ul>	<ul style="list-style-type: none"> <li>• Included in membership.</li> <li>• Included in membership.</li> <li>• £500</li> <li>• £250</li> </ul>	<p>children. These children have experienced and participated in gymnastics, basketball, dance and badminton.</p> <ul style="list-style-type: none"> <li>- Playground Leaders Development training completed. These pupils gained confidence in leadership skills, a key component needed in sport.</li> <li>- Bronze Young Ambassadors training. Four children chosen to take part. Pupils keen to be involved in helping with sport in school. <ul style="list-style-type: none"> <li>• School Games Association set a 5k challenge for pupils to complete at home during half term with their families. Children adapting to changes and learning that they can partake in exercise outside of school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• For children to gain at least 60 minutes of exercise a day ensuring they have a range of sports and activities available at lunchtime for children to try and participate in.</li> </ul>
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	<p>after their bodies.</p> <ul style="list-style-type: none"><li>• Work alongside the School Games Association Coordinator who is keen to work with the school. For example, a tri-golf session has been organised.</li></ul>			
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<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p><b>Have not had the opportunity to go swimming across the Autumn and Spring Terms due to the COVID-19 pandemic.</b></p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2021.</p>	<p>%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p>
<p>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?</p>	<p>Yes/No</p>

## 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?:		Sustainability and suggested next steps:
To develop and encourage children to engage more regularly in physical activity and additional physical activity opportunities.	<ul style="list-style-type: none"> <li>• Work alongside Inspire+ to develop opportunities for sports and physical activity.</li> <li>• Work alongside the School Games Association to enter various sporting competitions.</li> <li>• Introduce the daily mile to ensure children reach the important target of 60 minutes of exercise per day.</li> <li>• Roots to Food programme organised to help children understand the importance of eating healthy.</li> <li>• Mentoring programme delivered by Inspire+ ambassador Sam Ruddock to help teach the importance of wellbeing.</li> </ul>	£4000 Inspire+ membership	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Progress reports from Inspire+ highlight that we are engaging with them more to develop our practices.</li> <li>• PE lead observing classes taking part in daily mile.</li> <li>• Discussions with children.</li> </ul> <p>Impact/Outcomes for children:</p> <ul style="list-style-type: none"> <li>• Children involved with the Bronze Young Ambassador Programme want to help organise additional sporting and physical activities.</li> <li>• Increased enjoyment and engagement of different</li> </ul>		<p>Next Steps:</p> <ul style="list-style-type: none"> <li>• Playground Leaders and Bronze Young Ambassadors to take on more of a responsibility at lunchtime and after school physical activities and sports.</li> <li>• To improve teaching children the importance of exercise and the effects on their body and mind.</li> <li>• To be consistent with exercising for at least 60 minutes a day. For example, completing the daily mile each day and making it fun each time to improve</li> </ul>

	<ul style="list-style-type: none"> <li>• Tri-golf session organised for children in KS2.</li> </ul>		<p>sports.</p> <ul style="list-style-type: none"> <li>• Children enjoyed the Roots to Food session. They made a Japanese Teriyaki Chicken/Quorn dish (linked to the summer Olympics taking place in Tokyo). Gained a variety of cooking skills.</li> <li>• Mentoring programme helping children who were struggling in KS2 with a number of problems. For example, behaviour and low confidence.</li> </ul>	engagement.
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**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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To improve the progress, enjoyment and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver high-quality PE, School Sport and Physical Activity.	<ul style="list-style-type: none"> <li>• To ensure pupil attitude, participation, enjoyment and performance in sport and PE lessons are the same as in other subjects in school.</li> <li>• Ensure that all staff have the opportunity and are encouraged to attend CPD courses through Inspire+ in</li> </ul>	£4000 Inspire+ membership	<p>Evidence:</p> <ul style="list-style-type: none"> <li>• PE lead attended the Inspire+ conference in September. Became more familiar with what is included within the schools membership.</li> <li>• Inspire+ Ambassador Assemblies – Lizzie</li> </ul>
			<p>Sustainability and suggested next steps:</p> <p>Next Step:</p> <ul style="list-style-type: none"> <li>• To further build on the Playground Leaders Development</li> <li>- Making children more organised &amp; active.</li> <li>- Support for lunchtime supervisors.</li> <li>• To build upon</li> </ul>

	<p>order for staff to plan and deliver high quality lessons.</p> <ul style="list-style-type: none"> <li>• Whole School Curriculum map is in place to teach PE across school and to ensure progression of skills.</li> </ul>		<p>Simmonds, Jonathon Broom-Edwards &amp; Sam Ruddock. The aim to inspire pupils to partake in sport and to overcome barriers they may perceive to be in the way.</p> <ul style="list-style-type: none"> <li>• Wellbeing assembly delivered virtually by Inspire+ staff to children informing them of what they can do to look after themselves especially during the lockdown period.</li> <li>• Playground Leaders under took training to deliver physical activity games at lunchtime.</li> </ul>	<p>wellbeing as a school to ensure children know how to look after their overall wellbeing.</p> <ul style="list-style-type: none"> <li>• To promote PE and sports throughout the school by celebrating achievements. Eg through assemblies, website and a notice board.</li> </ul>
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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 improve the progress, enjoyment and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver high-quality PE, School Sport and Physical Activity.	<ul style="list-style-type: none"> <li>• Ensure that all staff have the opportunity and are encouraged to attend CPD courses.</li> <li>• All staff plan and deliver high-quality lessons.</li> <li>• New PE lead to work alongside Inspire+ to develop knowledge in PE leadership and share this with all staff.</li> <li>• All staff to understand the value of PE and the positive impact it has on children's lives.</li> </ul>	£4000 Inspire+ membership	Evidence: <ul style="list-style-type: none"> <li>• Inspire+ are working with the new PE lead to develop skills and knowledge in PE.</li> <li>• PE Lead attended the Inspire+ conference gaining more information about the schools membership.</li> </ul>	Next Steps: <ul style="list-style-type: none"> <li>• Deliver specific CPD to staff based upon their needs. In order to do this successfully, conduct an audit of skills with staff.</li> <li>• Staff meeting input from PE lead about how children can lead a healthy lifestyle eg eating, mental health, exercise and wellbeing.</li> <li>• Discussions with staff members surrounding PE to gain their views.</li> <li>• To gain feedback from the pupil voice surrounding PE.</li> </ul>

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>Additional achievements:</p> <p>Increase the range of activity opportunities inside and outside of the curriculum in order to get more pupils involved.</p>	<ul style="list-style-type: none"> <li>Implement Sports Ambassadors to help promote sports to encourage and inspire others to take part.</li> <li>Playground leader development training to help children lead physical activity games at lunchtime.</li> <li>Attend the Mini Olympics with all Y3 and Y4 children in order to promote the enjoyment of sport and the benefits of collaboration.</li> <li>External coaches to come to school to coach different sports each term.</li> <li>Tri-golf session for KS2 children organised.</li> <li>Inspire+ organise and deliver a number of fitness sessions online for those pupils who are completing learning at home.</li> </ul>	<p>£4000 Inspire+ membership</p> <p>£720 each term.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>Bronze Young Ambassadors attended training sessions and discussed what they would like to do in their role.</li> <li>Playground leader development training took place. Children played a number of games that they could teach others at lunchtime.</li> <li>Pupils have experienced a range of sports. For example, para-sport and hockey. Pupils have learnt a range of skills and qualities such as, teamwork, leadership and communication.</li> <li>From the tri-golf session KS2vchildren have learnt to be patient and improved their coordination skills.</li> </ul>	<p>Next Steps:</p> <ul style="list-style-type: none"> <li>Provide additional lunch time and after school opportunities to allow all children access to a wider variety of sports.</li> <li>Gather pupil voice to help know what the children would like in terms of physical activity and sports.</li> <li>To continue working with Inspire+ to utilise our club offer as part of our membership.</li> </ul>

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:
Increased opportunities for all children in KS1 and KS2 to participate in a wide range of sports training and competitions with other pupils both within school and across schools.	<ul style="list-style-type: none"> <li>Through the Schools Games Association, attend tournaments and competitions for a wide variety of sports when it is safe to do so.</li> <li>Attend the Mini Olympics with all Y3 and Y4 children in order to promote the enjoyment of sport and the benefits of collaboration.</li> <li>PE lead to organise Sports Day in the Summer Term.</li> </ul>	£4000 Inspire+ membership	Evidence: <ul style="list-style-type: none"> <li>Unfortunately, due to events out of our control, we are unable to attend competitions.</li> <li>Legacy Tour Assembly delivered by Inspire+. Pupils listened, watched and learned about the Olympics and Paralympics taking place in 2021. It was decided which country the schools would be at the Mini Olympics. LSN- Japan and GCE-Barbados.</li> </ul>	Next Steps: <ul style="list-style-type: none"> <li>Work with the School Games Association to ensure we attend as many competitions and tournaments as possible when it is safe to do so.</li> <li>Provide additional lunch time and after school clubs for children to participate and prepare themselves for the competitive element.</li> <li>Develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school.</li> </ul>

Signed off by	
Head Teacher:	Scott Pearson
Date:	29/03/21
Subject Leader:	Hannah Clark
Date:	29/03/21