

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 **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:
<p>Youth Sports Trust – GOLD (Highest possible level)</p> <p>School Games Mark – GOLD - Due to go for Platinum however COVID-19 means all schools maintain level of previous year.</p> <p>Raise in profile of school sporting achievements and participation.</p> <p>Town finalist competitors.</p> <p>Increased confidence of staff.</p> <p>Maintain employment of sports coach.</p>	<p>Maintain YST Gold.</p> <p>Develop School Games Mark to platinum.</p> <p>Develop gymnastics and dance curriculum and CPD for staffing</p> <p>Develop provision further to increase capacity for addition physical activity on top of the weekly PE requirements.</p> <p>Investigate and develop dance curriculum using experts. CPD for staff.</p>

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

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: £1200	Date Updated: Feb 2021	
What Key indicator(s) are you going to focus on? Key indicator 2, 3 and 5.				Total Carry Over Funding: £1200
Intent	Implementation		Impact	
<p>Impact on your pupils</p> <p>Development of skills within gymnastics to a higher level.</p>	<p>Intentions:</p> <p>Development of gymnastic curriculum to ensure sequential progression.</p> <p>1 day Time for Sports Coach and PE Lead to alter assessment documentation to include new objectives and skills. To look at LT mapping.</p> <p>Buy gymnastic equipment</p> <p>CPD for staff to ensure sustainability.</p>	<p>Carry over funding allocated:</p> <p>£1200 - additional £721 from this year's budget. See below as total costings are £1921.</p>	<p>Changing of curriculum to incorporate use of beams and mats, linked to extended sequence work individually and paired situations.</p> <p>Expectations within lessons.</p> <p>Diversity of opportunities with lessons to develop a wider skill set.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p> <p>Key indicator 3 and 5. increase skill set to encourage pathways into higher level sport. Also develop higher level skill set ready for secondary school level PE.</p> <p>Highly trained staff members.</p>

<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>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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>	<p>As of September 2020, COVID measured stopped swimming lessons due to commence.</p> <p>Hart 5/10 50%</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>As of September 2020, COVID measured stopped swimming lessons due to commence.</p> <p>Hart 5/10 50%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Due to COVID safety measures, Y6 have not completed their swimming lessons this year and this is part of their curriculum.</p> <p>Hart %</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes</p> <p>Planning to. COVID restrictions may affect the possibility.</p> <p>Predicted spend: £200 1%</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: £16830		Date Updated:	
<p>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</p>					Percentage of total allocation:
					£5500 32.7 %
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) All pupils to recognise the importance of daily physical activity and be actively involved with peers to complete at least 30minutes physical activity daily.	<p>Sports club after school widened to support range of activities including virtual.</p> <p>Personalised occupational therapy lessons and small group sessions.</p> <p>Daily mile – markings within th playground and signage.</p> <p>Opportunities to compete competitively and non-competitively.</p>		<p>Part of Sports coach wages (see Key indicator 3)</p> <p>Predicted. Need to secure quotations. £2000</p> <p>Linked to PE lessons and additional time within curriculum – no additional funding needed.</p>	<p>Y1/2 Multiskills Event</p> <p>Y3/4 & 5/6 Sports Hall Athletics Events include - Speed Bounce, Standing Long Jump, 10m Shuttle Run, Chest Push and Vertical Jump.</p> <p>Weekly Mile - Y1/2 3/4 5/6</p> <p>School Games Challenges Y3/4 & 5/6</p> <p>Distance Run</p> <p>Around the World</p> <p>Clap Catch Challenge</p> <p>New system introduced from SGO - different challenges to be set. All results to be recorded online on Kobocca.</p> <p>Y3/4 5/6</p> <p>1st Challenge Basketball Dribble</p>	

<p>AUTUMN TERM Commando Joe 2) Develop understanding of how to stay healthy – mind and body (school SEF). Introduce additional competitive sports within school. 3) All children have the opportunity to partake in PE. 4) To develop teamwork, resilience skills and cooperative skills through PE and active 60 focus.</p> <p>New playground equipment to encourage movement within playtimes and lunchtimes.</p>	<p>Commando Joe</p> <p>Purchase of playground equipment.</p>	<p>£3,500</p> <p>See key indicator 4 for costings.</p>	<p>Santa Dash - Whole School</p> <p>Before school sessions which also include Breakfast Club pupils (Morning Mission). Three daily sessions for targeted pupils. Lunchtime games. Two sessions for whole classes Y3/4 and Y5/6. After school club (After School Challenge). Develop mental well being and confidence when completing physical activities outside.</p>	<p>Raise in resilience of pupils, development of teamwork skills. Cooperation increased. Development of leadership skills. Raise in physical activity throughout the week – links to active 60.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: £310 2%</p>
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Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Schemes of work, showing a clear pathway from KS1 to KS2. (Link to additional spend from last year and key indicator 1)</p> <p>Assessment policy</p> <p>Sports Day</p> <p>Achieve School Games Award – Gold</p> <p>Promote well-being (mental and social)</p>	<p>YST buy in</p> <p>On-going adaptations to PE lessons due to Covid-19. Regular adaptations to lessons to meet government guidelines regarding Physical activity.</p> <p>Regular meetings with teaching staff to discuss changes made.</p> <p>Mapping out of playground to promote the daily mile in addition to PE lessons.</p> <p>Time for the PE Lead and Sports Coach to adapt PE curriculum to meet the needs of COVID restrictions.</p> <p>Weekly participation in the daily mile and daily opportunity.</p> <p>Time out for PE Lead and Sports Coach to meet.</p> <p>Proposed Cross Trust Competition – COVID permitting.</p>	<p>£210</p> <p>Predicted: £100</p>		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£9130 54.2%
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:
Sports Coach complete relevant training.	Continuation of Sports Coach Develop staff CPD and skills Books relevant courses NQT supported with planning and delivery of PE by sports coach Staff meeting to re-establish expectations of health and safety including warm up and cool down, as well as equipment.	Costing of sports coaches wages £8710		
CPD for all staff, teachers, teaching assistants and learning support staff in delivering; Gymnastics and dance.	Engage with gymnastics coach to provide training for teaching staff and sports coach to support within lessons and use of new gymnastics equipment.	Staff meeting time – no additional cost		Highly trained staff able to apply new training into lessons.
Increase quality of PE delivered across the school	North East Dance Company – CPD through teaching of children. Time for PE Lead to meet with Dance Coach to look at curriculum and assessment documentation to ensure sequential progression and the type of dance we offer.			Curriculum and assessments tightly matched to ensure progression. Development of curriculum to include a range of dance to engage pupils. Sequential progression in vocabulary and knowledge of three main dance types: contemporary, street and Bollywood.
PE training for new EY reform.	Costing of initial training	£50 £370		

	Staff time to train and embed into the new curriculum approx 3 hours (1/2 day) each release. x3 teaching members.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£1390 8.2%

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?:
Purchase new sporting equipment required to meet the government guidance regarding bubble/ sharing equipment. Update damaged equipment	Increase the amount of equipment to enable safe PE lessons to run, for example additional bibs/ cones per bubble. Increase the level of cleaning equipment required.	Prediction: £319	
Gymnastic equipment linked to key area for improvement.	Purchase of additional equipment	£721 (rest used from carry over – see above).	
Increase use of ICT within PE lessons.	Buying of computers to support COVID home learning – PE lessons and OT.	£350 already spent.	Children able to access additional PE sessions online through use of laptops. E.g. OT sessions with Sports Coach and additional PE focuses.
Promote leadership within children – SSOC Crew once COVID guidelines are relaxed.	Training for children after school staffing.		

<p>Possibility: Develop provision for EY outdoor play to broaden experiences.</p>	<p>Trim-trail installation into EY outdoor area</p>	<p>If money is not spent on additional swimming provision and transport. This is dependent on COVID permitting.</p>	<p>Develop childrens' balance and movement, strength and opportunities for physical education and movement.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£300 2%
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:
Develop opportunities for more children to participate in more competitions / festivals. Develop sporting opportunities outside of regular curriculum.	Attended a range of addition sporting events. Sports funding to be set aside for transport to enable children to participate in activities outside of school. Proposed Cross Trust Competition – COVID permitting.	Predicted transport costings: £300	Participation in: *National Santa Dash for whole school. *Christmas treasure hunt for the whole school. *Red Nose Day – whole school danceathon (full day). *Personal Challenges: Netball Basketball Multi skills Pentathlon Triathlon	

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

Governor:	
Date:	