

# 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>All children have access to at least 30 minutes of physical activity each day, in line with Chief Medical Officer Guide lines incl. opportunity to develop skills and fitness during lunchtime playtime to apply/embed skills from the PE curriculum. Therefore, we have invested in playground markings and development of zoned areas incl. weekly timetable of activities/areas for specific year groups to enable all children to access the full range of activities on offer</li> <li>All children access 2 hours of PE in their allocated afternoon that delivers all curriculum objectives throughout the course of the year incl. access to sports coaches</li> <li>New playground markings enable children to take part in daily mile</li> <li>Adult Play Leader appointed to lead and model activities on the playground and support the children play leaders – this has resulted in more children joining in with guided, modelled play and increased enjoyment/less incidents on the Sports Yard – <b>due to Covid-19 this had been put on hold but plans to begin in Autumn 2021.</b></li> <li>90% children to reach AREs in PE, and understand the importance of leading a healthy and active life.</li> <li>Wide range of sporting after school clubs for the children to take part in (<b>up to March 2020</b>) – these encourage children to find enjoyment in sport outside of school as well as in school.</li> <li>New sporting equipment has enabled children access to higher quality equipment</li> <li>Termly focus day on Health and Wellbeing has raised profile of physical and also mental health - 100% classes participated in ‘The best me I can be!’ day and Mindfulness Day to promote the importance of keeping our mental health as a focus, and which included curriculum coverage relevant for each year group, promoting healthy lifestyles through PE, science and PSHE.</li> <li>iMoves has been added into the curriculum.</li> <li>Impact of previous coaching and CPD evident on practise to ensure funding is having a sustainable impact - 100% of teachers now deliver at least good lessons</li> <li>Membership to the Points Network and Westfield Hub has allowed us to compete against other schools in our family, access a variety of sporting equipment and</li> </ul>	<ul style="list-style-type: none"> <li>Aim to achieve silver/gold Sport Mark Award.</li> <li>Increased presence at Family of Schools sporting events – at least one per term, with all KS1 children having the opportunity to take part by the end of KS1 incl. all Y2 children to access the Network Games Events.</li> <li>PE Lead to seek feedback through teachers’ view questionnaire and outcomes of monitoring to identify specific areas of need in confidence, knowledge and skills. Address through coaching, CPD etc. – review needs and impact termly</li> <li>Teachers new to year groups - staff to work in partnership with specialist sports and dance coaches to introduce and embed new year group expectations.</li> <li>Use team teach approach to teaching and learning/joint teaching and using the sports coaches’ knowledge and experience as a resource, incl. sharing planning, and also weekly session to apply pedagogy</li> <li>Health Days to continue to address concerns around physical and mental/emotional wellbeing</li> <li>Further develop skills and leadership of young Sports Leaders to encourage active play/lunchtimes and skill development opportunities</li> <li>Audit of equipment to ensure this reflects the needs of the curriculum and after school clubs etc.</li> </ul>

facilities, access Sports Day led by Sports Leaders etc.

- Achieved the Sport Mark Award – Merit

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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £</b>	<b>Date Updated: 10/11/2020</b>	<b>NB - THIS SECTION IS NOT APPLICABLE TO OUR SCHOOL</b>	
What Key indicator(s) are you going to focus on?					<b>Total Carry Over Funding:</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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.	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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?	No

## 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: £17150	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:
				38%
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 practise:	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><b>To ensure consistency of active 30/30 (active minutes per day at home/school) through school by planning and preparing active lessons/starters or by having physical areas in and outside of the classroom (EYFS). Due to COVID-19 we will be continuing with this as we didn't fully achieve everything.</b></p> <p><b>Physical learning areas within the continuous provision environment as and when appropriate.</b></p> <p><b>Structured 30min lunch time break of physical activity/ sporting skills.</b></p>	<p>Health and wellbeing week. Activities will be chosen to support mental and physical wellbeing.</p> <p>Opportunities to evidence this e.g. timetables/visual timetables, planning, advice/info for parents on newsletter, snap shots of learning etc.</p> <p>Children to work alongside teachers to ensure they are active for a sustained period of time and have activities modelled for independent learning</p> <p>Resources are readily available to ensure teachers have quick access to plan active lessons.</p>	<p>Release time for Subject Leader <b>£450</b></p> <p>Resources to ensure teachers have the flexibility to plan active lessons. <b>-£1,525 (28<sup>th</sup> April 2021).</b> <b>-£260 (16<sup>th</sup> June 2021)</b></p> <p>New playground equipment ordered - <b>£600 (January 2021).</b></p>	<ul style="list-style-type: none"> <li>Did not take place due to Covid 19. Although class teachers did plan their own health and wellbeing days as part of their topic work.</li> <li>HM/PE Lead's Active assemblies have improved the awareness and importance of exercise – min of one per term. This has been handed over to class teachers in bubbles to deliver.</li> <li>Our school recognises the importance of having appropriately maintained equipment to ensure that children learn efficiently and are motivated to</li> </ul>	<p>This will hopefully take place in 2021/2022.</p> <p>Our school will carry on with having class sets of PE equipment as we have seen positives outcomes and results from doing this. We will arrange half termly meetings to discuss if any year groups need to develop any further skills and will therefore need new equipment or more.</p>

	<p>Children are active in morning break 15min, plus 15 min active session daily e.g. physical starter to sessions etc.</p> <p>Encourage children to have active breaks and lunchtimes every day where possible incl. training for 12 Pupil Sports Leaders with Points Network (10% to achieve Gold Sports Mark)</p> <p>Launch play leader for Y2 children for lunch times.</p>	<p>New PE equipment for each class to ensure every class has enough for each child in their bubble - <b>£1,014 (May 2021)</b></p> <p>PE and active lessons equipment for whole school including nursery - <b>£904 (June 2021).</b></p> <p>Physical and fine motor equipment to support EYFS outdoor provisions - <b>£1,650 (July 2021)</b></p>	<p>learn and practise skills. Each class now have their own sports equipment which they use within their bubble. This has enabled us to continue to deliver high standard of PE lessons. The children have been able to have their own piece of equipment without needing to share or wait for a turn which has helped them to move on faster with their learning. This has also made the teaching of PE smoother for teachers as they feel more organised and have more time to teach skills.</p> <ul style="list-style-type: none"> <li>• Staff have now implemented active lesson into their daily teaching. This is evident from viewing planning and work on tapestry. Teachers have taken the opportunities of been outside more due to COVID-19 and this has now become the new norm for our school.</li> <li>• Lessons are always taking place outside and children are encouraged to move around when learning in other areas of the curriculum.</li> <li>• Children have the option to use their own class set</li> </ul>	
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			<p>of PE equipment if they would like to practise skills during break times. This is confirmed with their class teacher.</p> <ul style="list-style-type: none"> <li>• Children also have access to their bubble's playground games and equipment.</li> <li>• The availability of new equipment removes any barriers to learning, facilitates the lesson and acts as a motivational tool for all pupils. The school recognises that a good standard of equipment will help develop the children's skills and increase them to be motivated to learn.</li> </ul>	
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<b>Key indicator 2:</b> The profile of PE/SPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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 practise:	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:
<b>PE to be a focus in our School Improvement Planning, with ongoing involvement and collaboration from the Head and PE Lead, and support from Point Learning Network, to ensure all aspects of PE and School Sport pervade the school.</b>	<p>PE Leader to have presence at Points Network Meetings and PE Conference</p> <p>Use the Get Set Website for updates for sports events to discuss with children as part of</p>	<p>£800 Option 2 Points Network Annual Membership</p> <p>Release time for Subject Leader</p>	<ul style="list-style-type: none"> <li>• PE Lead Attended conference 9<sup>th</sup> November 2020 – enabled the new PE leader to meet other leaders, get to know how other schools work and plan PE, ideas for active lessons/minutes, ideas for inspiring children, focused</li> </ul>	<p>Maintain membership and attend festivals and competitions.</p> <p>Monitor attendance at festivals and competitions.</p> <p>Decide actions and plan when</p>

<p>Enrich the curriculum with opportunities that promote health, wellbeing, PE, RSE, SMSC, British values.</p>	<p>the whole curriculum</p> <p>Provide parents/carers with regular information regarding PE and sport throughout the year by providing weekly challenges.</p> <p>Continue to raise profile of PE across school by including annual sporting events within the school curriculum and discuss sport in a wider context.</p> <p>PE integral to SIP D in school improvement work</p> <p>Audit resources and purchase storage/new resources where needed to ensure access to high quality equipment to develop skills</p>	<p>£450</p>	<p>days and trips. The PE Lead is able to stay up-to-date with new policies, procedures and practises to ensure that good practise is maintained at the school.</p> <ul style="list-style-type: none"> <li>Weekly PE/sports updates on the newsletter which informs parents and children of the changes to PE and the things we are focusing on. Notifies them of any upcoming events or special days. This raises and maintains the profile of PE, Sport and Physical activity across the whole school.</li> <li>The availability of new equipment supports physical activity and enhances the playtime experiences. Pupils are eager to get involved as the new equipment inspires and motivates them, this increases activity levels and participation at lunch and play time. This also helped to maintain behaviour to be kept at the highest standard.</li> </ul>	<p>these will be taken place.</p> <p>Continue with weekly updates on the newsletter to encourage physical activity outside of school.</p> <p>Do equipment audit to ensure teacher have the equipment to deliver good and outstanding lessons.</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:
				8%
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 practise:	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><b>To ensure all teachers in both Foundation Stage and KS1 access high quality CPD across the year to increase confidence, knowledge and skills in teaching of PE and sport.</b></p> <p><b>Staff to also have access to a high quality sports coach to work alongside, to model effective teaching to staff.</b></p>	<p>Staff to access CPD offered by Points Learning Network to strengthen skills and address any areas of need</p> <p>PE Lead to attend three days Leadership CPD with Points Network to develop leadership skills and impact</p> <p>PE Lead to seek feedback through teachers' view questionnaire and outcomes of monitoring to identify specific areas of need in confidence, knowledge and skills incl. before and after working alongside coaches to inform CPD support, assess new teachers entering the school etc. in order to address.</p> <p>Review needs and impact termly and also evidence impact.</p> <p>Sports coaches (Jess and Rich)</p>	<p><b>£450</b></p> <p>3 days cover for planning/monitoring and evaluation time for PE Lead</p> <p>iMoves subscription - <b>£837</b></p>	<ul style="list-style-type: none"> <li>CPD from Sports Coach and Dance Teacher. Both RM Sports Coach and Dance Teacher worked alongside every teacher in KS1 last academic year, therefore 100% of KS1 teachers received ongoing CPD from specialist coach in dance, athletics, gymnastics and games. Staff have been able to learn new techniques and skills in athletics to improve practise.</li> <li>100% of teachers received CPD from RM Sports Coach and Dance Teacher. TAs also accessed CPD from these specialists.</li> <li>During our BIG PE afternoon, teachers practise the skills RM Sports Coach and Dance Teacher have taught the children to ensure fluency and confidence.</li> <li>We have offered a range of different sports this year which include: football,</li> </ul>	<p>Continue with the CPD from sports coaches to ensure teachers are up to date and familiar with any new skills and techniques. Teachers to work alongside sport coaches during lessons so that skills can be revised after the lessons.</p> <p>Ask staff if they would like any further training or equipment.</p>

			karate, dance, gymnastics, athletics, ball skills, yoga, balancing, dancing and performing. We hope to deliver the same, if not seek more, opportunities next year.	Introduce iMoves and encourage staff to use this as part of their daily teaching and learning.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 43%
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 practise:	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><b>To strengthen links with at least 2 specific local sports clubs and have a clear performance pathway in place to encourage more children to participate in sports out of school. Due to COVID-19 we will be continuing with this as we didn't fully achieve everything.</b></p>	<p>We already have local links with 2 sport coaches. (Dance teacher and athletics teacher).</p> <p>Funding will allow children to access 2 sports coaches who already offer clubs outside of school, which may encourage them to attend after school. This will allow them to compete or socialise with other children not in our school, but possibly across the city or local area.</p> <p>Investigate ways to encourage more children to access clubs out of school.</p>	<p><b>£4400</b> Sports Development Coach (Rich Mills) – one afternoon per week</p> <p><b>£3000</b> Dance Coach</p>	<ul style="list-style-type: none"> <li>Children are accessing different PE providers for dance, gymnastics, athletics and team games/building leadership skills. They are encouraging to use these skills during playtimes and break times.</li> <li>During our BIG PE afternoon teachers practise the skills Rich and Jess have taught the children to ensure fluency and confidence.</li> </ul>	<p>Decide which coaches will support the teaching and learning of the cohort for next year.</p> <p>Speak to staff to ensure they have their input due to the children they have in their class. Discuss if all children can access the coaches and activities.</p> <p>Ensure staff are confident to work alongside the coaches and deliver the skills and techniques after the lessons.</p> <p>Due to COVID-19 clubs were put on hold but this will hopefully be encouraged in 2021/2022.</p>

Key indicator 5: Increased participation in competitive 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 practise:	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><b>At least 50% of children of KS1 have an opportunity to represent school in sporting activity through festivals/competitions. This will also support the curriculum to ensure up to date learning is being taught in school. Due to COVID-19 we will be continuing with this as we didn't fully achieve everything.</b></p>	<p>School team t-shirt to raise the profile of PE and Sport within school and to give the children a sense of pride in wearing the T-shirt to represent school. This also engages pupils to be part of the events taking place.</p> <p>Sporting events and competitions.</p> <p>Travel to and from events.</p> <p>Aim to deliver personal challenge competitions for pupils for KS1 across the year</p> <p>Aim is for 25% of KS1 children to also engage in extra-curricular clubs every week incl. lunchtime activities – monitor attendance to identify and target children who do not currently engage.</p> <p>Attend POINTS network meetings to ensure that PE leader is up to</p>	<p>Skipathon – class sets of skipping ropes. <b>£750</b></p>	<ul style="list-style-type: none"> <li>Skipathon November 2020 – our school signed up for and joined in with the Skipathon in November 2020. We ordered each class a full set of skipping ropes to ensure that everyone could take part in this challenge. This was to support the physical development of our pupils and to engage them in physical activity. It also enabled us to ensure the 30 active minutes per day. This challenge allowed us to develop the children competiveness skills. Teachers also joined in which helped us to developed positive role model skills and also to encourage the children who were less engaged.</li> <li>Afterschool clubs did not go ahead this year due to COVID-19.</li> <li>PE Lead Attended POINTS network meetings and emails. This enabled the new</li> </ul>	<p>When possible, start to wear sports kit to raise profile of sports in school as the kit has already been made.</p> <p>Continue to attend local sporting events and competitions as children have missed out this year due to COVID-19.</p> <p>When possible begin Talent Assembly again to praise and support the children who attend clubs and events outside of school. Also to celebrate children who have special talents and skills which we may not already know about.</p> <p>This will encourage children to keep working towards their skills and talents but also good role models for others.</p> <p>Continue to attend local sporting events and competitions as children have missed out this year due to COVID-19.</p>

	<p>date with sport premium, competitions and other guidance. Attend the PE conference to assist in whole-year planning and inform school of new initiatives. Attend the Network Games and other School Games competitions.</p>	<p>Total: £17,150</p>	<p>PE leader to meet other leaders, get to know how other schools work and plan PE, ideas for active lessons/minutes, ideas for inspiring children, focused days and trips. The PE Lead is able to stay up-to-date with new policies, procedures and practises to ensure that good practise is maintained at the school.</p> <ul style="list-style-type: none"> <li>• Sports Kit issued and relaunched in autumn term 2020 but, due to lockdown, sporting events were cancelled after this point and therefore we were unable to use it this year due to Covid-19. The sports kit will hopefully raise the profile of our PE in our school and also the profile of our school teams in the local area.</li> </ul>	
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Signed off by	
Head Teacher:	P.Bestall
Date:	10/9/2021
Subject Leader:	H.Maloney
Date:	10/09/2021
Governor:	Richard Beardmore
Date:	6 October 2021