

# 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:  |
|--|---|
| <p>High levels of participation in sports clubs, teams and events</p> <p>Weekly sharing and displaying of sporting achievements to show value.</p> <p>Pupils accessing a range of sporting activities through MSP and after-school clubs.</p> <p>Increase in amount of PESPA activities in school time.</p> <p>Walk to School promotion</p> <p>Bike-ability (Year 5 pupils)</p> <p>Challenges set by teachers to develop fitness levels of pupils- including workouts at home.</p> <p>Installation of an air walker and a cross trainer to the outdoor area alongside the climbing wall and trim-trail.</p> <p>(Some activities not possible during the Lockdown of schools)</p> | <p>Develop outdoor learning as a way to increase levels of pupil activity.</p> <p>Develop outdoor play/games surface to make more suitable for all weathers. Plans to develop the school field, Autumn 2021</p> <p>Increase number of competitive events with other schools and for more year groups, including KS1.</p> <p>Bike-ability</p> <p>Re-introduce walk to school promotions when schools re-open and social distancing allows.</p> <p>Installation of further outdoor gym equipment.</p> <p>Installation/improvement of outdoor container to improve access.</p> |

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

Delete as applicable

**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:</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?:  |

|  |        |
|--|--------|
| <p><b>Meeting national curriculum requirements for swimming and water safety.</b></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?<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 2021.</p> | 88%    |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>   | 88%    |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>   | 76%    |
| <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>   | Yes/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.

| <b>Academic Year:</b> 2020/21  |  | <b>Total fund allocated:</b> £169380  |  | <b>Date Updated:</b>   |   |  |
|--|--|---|--|--|---|--|
| <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:<br>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 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?   |  |
| <p>Continue with Premier Education (formerly MSP) activities and access the initiatives offered to build on the success of last year linked to healthy lifestyles, participation &amp; sports opportunities.</p> <p>Offer free after school clubs and offer after-school MSP club for KS2 pupils and a lunchtime club for KS1 pupils.</p> <p>Increase outdoor learning opportunities to encourage movement outdoors and effective use of the school grounds.</p> <p>Ensure that pupils average 30 minutes per day physical activity.<br/>Daily outdoor workouts.</p> |  | <p>To encourage more sports opportunities for our pupils. Pupils to be offered the opportunity to lead on health initiatives in school.</p> <p>Teachers to plan weekly outdoor learning sessions with class to support topic activities (One afternoon per week)</p> <p>Further improvements to incorporate physical activity In the playground. (Long term plan in place to develop school field with an all weather surface)</p> <p>Installation of two child friendly gym stations for all year round use.</p> |  | <p>£3000 Premier Education membership (£6100 + additional £900)</p> <p>£1500 PE equipment</p> <p>£2000</p> | <p>30 students now taking part in playground activities per week</p> <p>32 students taking part in at least one afterschool/lunchtime club</p> <p>Wider impact – positive attitudes towards PE lessons and activities.</p> <p>PE achievements recognized in Friday assembly- PE wall of fame.</p> <p>Pupils active during playtimes, lunchtimes, and increased attendance of clubs.</p> | <p>Sustainability and suggested next steps:</p> <p>Train next PE ambassadors</p> <p>Increase all staff skills to deliver PE, observe Premier Education coach and work alongside them to plan sessions</p> <p>Develop healthy eating in school through teaching and clubs</p> <p>Staff to plan outdoor learning activities for each topic</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |  |   | Percentage of total allocation:   |
|---|---|--|---|---|
|   |   |  |   | 41%   |
| 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>Develop opportunities for pupil engagement with PE and sport throughout the school.</p> <p>Devise pathways and incentives for pupil participation and development through sport and physical activity.</p> <p>Opportunities in assemblies for award giving linked to PE and physical activity achievements in school.</p> <p>Raise profile of PE and Physical Activity with a sports board/notification board or newsletter content.</p> <p>Raise the profile of PE and health with the visit of sportsmen and athletes.</p> <p>Whole School Sports Day to be led by Sully (from Premier Education) and running events in school.</p> <p>PE teacher lead time to develop all areas of PE</p> | <p>Encourage sporting opportunities for all and raise the profile of PE and sport as a toolkit for positive wellbeing and confidence.</p> <p>Install an all-weather outdoor surface. Resurface the trim trail and add new playground markings</p> <p>Celebrate PE achievements in Friday assembly and give opportunities for pupils to show certificates, trophies and photographs School to highlight importance of PE through termly newsletter, awards board and/or sports notice board.</p> <p>Invite successful sportsmen and sportswomen into school.</p> | <p>£3000</p> <p>Funded from the additional £900</p> <p>£3000</p> | <p>Pupils able to participate in a wide range of sporting activities on the school grounds. Improved surface and games equipment allows for greater participation</p> <p>Incentive for pupils to share with the rest of the school their sporting successes.</p> <p>Pupils learn about and meet sporting role models.</p> | <p>Staff to develop exciting lessons on the new playing surfaces and set challenges. Older pupils can organise activities and games for younger pupils.</p> <p>Weekly records of sport participation in and out of school by pupils</p> <p>Pupils develop new skills and interests in a range of different events</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |   |  | Percentage of total allocation:  |
|---|---|---|--|--|
|   |   |   |  | 5%   |
| 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:                                       |
| Premier Education staff plan lessons for a wide range of sports and deliver to different classes. They help to monitor pupil progress.                      | Staff (including teachers) to observe and participate in sports teaching alongside sports specialists and develop own sequence of lessons | Funded through Premier Education allocation (£7000) | Record keeping shows the steps of progress that pupils have made in 4 different areas.                 | Staff to plan own sequence of activities for pupils (Thursday afternoons)      |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |   |  | Percentage of total allocation:  |
|   |   |   |  | 10%  |
| 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:                                       |
| Pupils (Y5) learn how to cycle safely on the road by completing the level 1 and level 2 courses (2 days).   | Bike-ability programme (2 days per year for each set of 12 children)  | Parents to fund activities.                         |  |  |
| Year 3 and 4 pupils to attend an Olympics style day   | Olympics event at Grantham  | £500 (Bus)  | All pupils participate in a range of sporting challenges and develop new skills, including leadership. | Pupils participate against similar aged pupils from different schools.         |
| Year 5 and 6 Active Day   | Pupils to attend an active day Xscape to take part in a range of athletic and Aerobic activities  | £1000   | Pupils take part in an interschool event that celebrates sport and competition in a positive way.      | Pupils take part in challenging activities that develop their personal skills. |

| Key indicator 5: Increased participation in competitive sport   |  |   |   | Percentage of total allocation:          |
|---|--|---|---|--|
|   |  |   |   | 5%                                       |
| 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 Day event for whole school<br><br>School Games events (1 per term)<br>Range of team games for different ages.<br><br>Football matches and competitions | Premier Education to lead event.<br><br>PE leader to liaise with School Games to participate in activities and competitions with other local schools | Premier Education Funding £1000<br><br>Transport? | Pupils have new experiences and compete with others. They may choose to join other teams out of school or attend clubs. |  |