

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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 2020** at the latest.

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 2020. 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.

Key achievements to date during 2019-20 and Covid-19 restrictions in the plan and evaluations reviewed June 2021.	Areas for further improvement and baseline evidence of need:
<p>All children in KS2 have the opportunity to represent the school in competitive sport 18-19.</p> <p>All teachers have the opportunity of learning from qualified sports coaches in the delivery of lessons</p> <p>Active classrooms has increased activity within the school day.</p> <p>During lockdown, home learning included PE provision and on return to school PE lessons for 2 hours per week facilitated either through use of the school hall or especially the outdoor space. Play equipment (colour coded) bought for each class bubble to further reduce cross contamination.</p>	<p>Since Covid-19 children do not have the opportunity to join as many after school clubs and out of schools clubs.</p> <p>Since Covid-19 there is a reduction in competitive sports opportunities.</p> <p>Give children as many opportunities within school as possible to learn, play and experience a range of activities, sports and competitive sports.</p> <p>Improve outdoor storage to facilitate better access to equipment</p>

Meeting national curriculum requirements for swimming and water safety. (most recent available information)	
<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 2020.(no swimming during 2020-2021 due to Covid 19 so data is still relevant.)</p>	<b>%87 NB likely to be higher if we were able to continue with swimming beyond February 2020</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%87
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%87
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?	Not this year as there has been no swimming provision during 2020-2021 academic year.

## 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: £17,790		Date Updated: 10 <sup>th</sup> June 2021	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					<p>Percentage of total allocation:</p> <p>28 %</p>
Intent	Implementation		Impact		
<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>All children to follow curriculum, 2 hours P.E a week. Lunch time activities with play leaders, 30 minute per day.</p>	<ul style="list-style-type: none"> <li>• introduce new sports or activities and encourage more pupils to take up sport after school where possible (covid-19)</li> <li>-Ensure all children in KS2 receive coaching in a range different sports through an open week/day of sports</li> <li>• tracking cohort's participation in both internal and external sports clubs. where possible (covid-19)                             <ul style="list-style-type: none"> <li>- Use data to target the less active cohorts.</li> </ul> </li> <li>• To continue and build on the Active Lesson culture throughout the school.</li> <li>•To test and monitor fitness levels in KS2 at least three times a year. Then share the data with individual children.</li> <li>• Maintenance of balancability bikes and equipment.</li> <li>• To continue with the Active classroom competition</li> </ul>	<p>Lunchtime dedicated adult playleader £4,800</p> <p>Lunchtime sports / active play equipment £200</p>	<p>Lesson observations</p> <ul style="list-style-type: none"> <li>-Data from lunchtime clubs.</li> <li>- Tracking data of improved cohorts through the year</li> </ul> <p>Lesson Plans and observation in non-PE lessons</p> <p>Use of ball court during breaks</p> <p>Pupil voice</p> <ul style="list-style-type: none"> <li>-Staff voice</li> </ul>	<p>Due to Covid 19, we have been working in new way.</p> <p>We introduced body fitness activities to ensure children were able to participate in physical activity at home while they were isolating/remote learning.</p> <p>The school conducted a parent questionnaire that showed the parent felt the children would benefit from more school interaction. In addition, data showed that over 30% of parents felt their child struggled with their mental health over the lockdown/isolating/remote learning. Due to this, we created a new competition called 'Now Is The Time' which was extremely well received by staff, children and families. This gave physical activity a purpose which motivated our children. It also allowed children to feel apart of the community as the P.E lead hosted a video that celebrated all the children activities.</p> <p>We then bought in to a new P.E Scheme that allowed staff to access a range of new sports that they previously felt too ambitious to</p>	

	<ul style="list-style-type: none"> <li>To maintain the outdoor pathway to ensure reliable use over the winter months.</li> </ul>			<p>plan. With the Covid 19 out break, the planning scheme support staff member to provide progressive skill building activities for school learning, that also lent itself to remote learning too.</p> <p>Tracking KS2 fitness through the new Fitness Tracking has been a key target this year for the P.E Lead. All KS2 staff spent a lesson working alongside the P.E Lead in terms 1 and 2. This allowed the staff to feel comfortable with the tracking and how the session should be conducted fairly across the school. From this, the P.E Lead wrote a document and shared with the KS2 team to ensure staff had support when conducting the assessment again.</p>
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				8.5%

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:
Use of REAL PE and (Get Set for P.E) teaching scheme's planning and assessment tool to provide structure for physical education.	<p>Every teacher up to year 3 to use the REAL P.E assessment wheel.</p> <p>Teachers to assess skills every term by using skill cards and colouring in the wheel appropriately.</p> <p>Monitor assessment wheels each term.</p> <p>Teachers to pass wheels up at the end of each year.</p> <p>Building on from the success of the 'Body-fit' P.E sessions aimed at improving fitness level while teaching the benefits of keeping a healthy body for a healthy mind.</p> <p>Encourage self and peer assessment.</p> <ul style="list-style-type: none"> <li>monitor fitness levels of ks2 children.</li> </ul>	<p>Cost: photocopying and 1folders £50</p> <p>New P.E scheme &gt;£1000 buy in.</p>	<p>Wheels from every class for every child.</p> <p>P.E leader to monitor fitness progression through KS2.</p> <p>Lesson observations- are teachers being strict with assessment? Is it being done?</p> <p>Pupil voice</p> <p>Staff voice</p> <p>Parental evidence</p> <p>Student voice.</p>	<p>The Key Stage 1 Real P.E assessment wheels(up to the Covid Lockdown 1) were sent to the next teacher. Staff have been working on the missing skills to ensure the key Fundamentals were taught while the school was open.</p> <p>We continued on from the Body-Fit P.E sessions by assessing all KS2 children, sharing their previous fitness scores (bleep test) and encouraging them to beat their scores. Majority of KS2 children manage to meet our age related requirement. To continue from this, we introduced the 'Now Is The Time' competition. This kick started the children motivation in keeping their fitness level high. Children were going for walks, walking their dogs, sharing their fitness scores and what they did while in isolation/lockdown 3.</p>

	<ul style="list-style-type: none"> <li>• An engaging sports wall with local sports information and an update competitive sports on offer.</li> </ul> <p>Research, purchase and training for new PE scheme to improve consistency of provision</p>			<p>Due to Covid 19 restrictions in the school, and intra/inter-competitions we have not updated the School's P.E wall this year.</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:
				16 %
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:
-Improve teaching and learning during P.E lessons and build confidence.	<p>-Continue Peer coaching to members of staff with Subject leader.</p> <p>-Provide staff with a comprehensive planning scheme for P.E that is progressive and age appropriate.</p> <p>-Teachers to teach a variation of sports/ activities throughout the year.</p> <p>-Embed new timetable making all sports/ skills equal taught across the 7 year curriculum.</p> <ul style="list-style-type: none"> <li>• Provide a larger, safer storage area for equipment to be maintained.</li> <li>• to organise a sports day/week where external clubs come into school to showcase their clubs where possible (covid-19)</li> </ul>	<p>Peer training: coaching members of staff.</p> <p>P.E scheme: (previously budgeted).</p> <p>Cover for P.E Lead for staff support £1800</p> <p>Storage £1000</p>	<p>-Coaching feedback from staff.</p> <p>-Annotations on planning.</p> <p>-Pupil voice.</p> <p>-Staff voice.</p> <p>-Lesson observations</p>	<p><b>In terms 1 and 2 (20/21yr), we made the fitness tracking a key focus for P.E. This meant all KS2 staff had at least 1 session with the P.E lead. We have an NQT in KS2 this year. This member of staff has received a scheme to support their P.E planning (along with the whole school). The P.E lead supported the member of staff to adapt the planning to fit the class and the Covid restrictions.</b></p> <p><b>As we found one of the barriers to P.E was the teachers' subject knowledge and ability to plan and differentiate the learning, we bought in to Get Set for P.E. A planning scheme which provides videos and teaching materials to support all staff. The feedback from the staff has thus far been very positive, especially the ability to use the planning during remote learning.</b></p> <p><b>Teachers have followed the P.E Map closely again this year. We adapted the Map this year to suit the Covid restrictions. This meant some typically indoor learning such as Dance and Gymnastics was moved to the summer term, and swapped with the summer term activity to suit remote learning.</b></p> <p><b>In December we organised a week long competition called 'Now Is The Time'. We used this as a key to</b></p>

				improve student connection with the school while the school was closed due to Covid 19 outbreak. We now have plans to increase the amount of After School Outdoor Activities for the Summer Term.
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				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 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:
-Help children improve their enjoyment of sport. -Encourage children to want to be healthy and participate in sports.	-After school clubs with a variety of external sports coaches (depending on covid restrictions)  -Roots to Food healthy eating course accessible to all in KS2(dependent on covid restrictions)  -Encourage forest schools outdoor activities such as den building and fire lighting as alternative activities (dependent on covid restrictions)  -Warning Zone programme every two years for Year 5 and 6 to learn in detail about the dangers of drug abuse(dependent on covid restrictions)  -First aid course every two years for year 5 and 6 to learn about first aid, keeping healthy and helping others to do so(dependent on covid restrictions)  • to organise a sports day/week where external clubs come into school to showcase	Additional external Coaching £1000  Drug education and first aid: £800 per year.  Roots to food £800  PSHE resources £500  Therapies including ELSA £4500 contribution	. Pupil voice  Statistics of children passing required standard.  Staff opinions and feedback from experiences and therapies	Due to Covid 19 we have been unable to allow external members into the school to support our physical activity offer. As the Lockdown is due to relax, we are now planning how we can improve our offer for the pupils. We now offer in term 5 and 6 an activity for all children over the summer term which is led by internal staff and some external instructors.  We have invested in the use of Metal Health support through ELSA and external bodies to support our children with the return to school  Due to Covid 19 we were unable to provide our usual 3 days OAA to the year 5s and year 6s. With restriction starting to ease, we are looking at alternatives to ensure the children have had the option to participate in an OAA.  We have been able to offer a remote competition this year that allowed the children to participate at home and in

	<p>their clubs. (depending on covid restrictions)</p> <p>-Promote the engagement of children in looking after their mental health as well as physical health through good quality PSHE resources and access to specialist mental health support.</p>			<p>school. This replaced the Christmas cup.</p> <p>The After School Clubs we will be offering for the Summer Term will be heavily focused on outdoor learning. Roots for Food have been booked in for this school year. We booked for company in for later in Term 5/6 to avoid any potential winter lockdown.</p> <p>Due to Covid 19 we have not been able to attend our usual swimming session. Instead we invested in out fitness session to ensure that the children were ale to access a fitness style P.E session.</p> <p>Due to Covid 19 we were unable to invite external coaches into the school. Because of this, we organised a remote learning sports competition that allowed the children to practice and compete in a range of different skills.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4.5 %
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:
Improve the number and range of children participating in competitive sports.	<p>Actions to achieve.</p> <ul style="list-style-type: none"> <li>-Each child may only attend one out of school competition per half term in order to promote participation from a broader group of children. (depending on covid restrictions)</li> <li>- Embed the Christmas and Easter Cup as an annual activity like Sports Day. Every single child in school. (depending on covid restrictions within the class bubble only)</li> <li>-Sports Leader to organise events- organise timetables.</li> <li>-Sports Leader to inform staff of all arrangements.</li> <li>-Sports Leader to implement a targeted approach to ensure students participation is maintained.</li> </ul>	<p>Resources:</p> <p>Sporting equipment Easter and Christmas themed:</p> <p>£50</p> <p>Terry Plumb school sports partnership £750</p> <p>Sports leader badges and certificates £50</p>	<p>Photos</p> <p>Pupil voice</p> <p>Word of mouth</p> <p>Staff voice</p> <p>Increase in pupils participated in events.</p>	<p>Due to Covid 19, the school competitions have not been in operation. In school we kept up our Active classroom competition and introduce the new ‘ Now Is The Time’ challenge that aimed to motivate the children to be active. This competition replaced the Christmas Cup.</p> <p>During Lunch and play children and classes have been provided with a play box and a safe space to allow the to compete and play within their bubbles. We have encourage the use of a wide range of equipment to ensure children with different skills have the possibility to compete/play.</p> <p>The house captains support and then took over the ‘Now Is The Time’ fitness challenge by picking the key skills and the demonstrating them, on video, for the whole school to see. This was then uploaded to the School’s video page for those who are remote learning/isolating.</p>

Signed off by	
Head Teacher:	Sheriden Edwards
Date:	30/9/20
Subject Leader:	Benjamin Rowe

Date:	30/9/20
Governor:	Curriculum Committee
Date:	1/10/20 updated 10/04/2021 updated 7/6/21