

# 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>• PE Curriculum updated and Val Sabien Scheme of Work purchased and put into practice.</li> <li>• Tracking Document implemented to collect and analyse children’s attendance at extra-curricular clubs, representation at school sport events and participation in clubs outside of school.</li> <li>• Initiatives such as Daily Mile introduced</li> <li>• A wide range of activities which promote healthy lifestyles are offered to the children through lunchtime/playtime provision and afterschool clubs</li> <li>• PE lessons are well resourced as a result of purchasing new equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Facebook Twitter accounts to be introduced to promote sport events, clubs, achievements and initiatives.</li> <li>• Staff to be positively engaged in taking ownership of their own clubs and attending competitions (Football/Netball/Dance).</li> <li>• Resources and equipment needed to promote daily exercise – outdoor gyms</li> <li>• Swimming provision to extend to Yr 6</li> <li>• Introduce Knowledge Organisers for lessons to underpin vocabulary within Physical Education.</li> <li>• Permanent Daily Mile route to be constructed on site</li> <li>• Increase the amount of timetabled Physical Education for children from 60 minutes to 90 minutes per week.</li> <li>• Display Boards for PE, School Sport and Physical Activity with visual examples to underpin the differences.</li> <li>• Increase School Sport Competition entries in festival or competitive format.</li> </ul>

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:</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.	
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 2021.	75 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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.

<b>Academic Year: 2020/21</b>		<b>Total fund allocated: £11,375</b>		<b>Date Updated: Oct 2020</b>	
<b>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</b>					Percentage of total allocation: 35%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:
All children across the school (Year R Year 6) to have access to a range of resources to support them with attaining at least 30 minutes of physical activity each day		Resources provided by PE Leader in form of subscriptions, support and details for staff (GoNoodle, BBC Supermovers, JustDance, Joe Wicks  Utilise social media channels to promote Physical Education, Physical Activity and School Sport achievements  Sports Relief event for whole school			
<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: 20%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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>Staff, children and parents begin to recognise the differences between Physical Education, School Sport and Physical Activity with evidence on how this can improve the outcome for our pupils</p> <p>Look at how school can gain PE Quality Mark</p>	<p>Embed Val Sabien PE Curriculum for the school</p> <p>Continue to attend School Sport events at intra-school, inter-school and if selected at county levels</p> <p>Promote physical activity throughout the school alongside the benefits to the pupils</p> <p>Dedicated display board with visual examples of what each strand is.</p>			
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				30%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
In line with the School Improvement Plan the PE Leader will work alongside staff to ensure outcomes for most children in Physical Education are attained.	Ensure pupils leave EYFS ready for the NC in Physical Education. Ensure more pupils leave KS1 ready for to succeed in KS2 Physical Education. To ensure more KS2 pupils are KS3 ready.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				10%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Children experience a broad range of sports or equipment through the PE Curriculum and Extra-Curricular Clubs Programme	Pupil conferencing to identify what children attend out of school.  Continue to offer a broad range of clubs and activities throughout the year identifying competitions which have previously not been entered.  Audit and replace PE equipment each half term.  Subsidised club fees to be offered			

	where cost of club may be substantial for parents in our area.			
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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:
Offer more sport teams to be part of throughout the year and participate in a range competitive sport opportunities through Stourbridge Learning Partnership	<p>Identify opportunities to enter competitions through the SLP.</p> <p>Use the tracking document to log children who attend School Sport events/clubs</p> <p>Use the tracking document to ensure a higher percentage of children attend School Sport events/clubs</p> <p>Ensure there is a distribution of key groups participating in events/clubs</p>			

Signed off by	
Head of School:	D Hunt
Date:	30.10.21
Subject Leader:	S. Whitmore
Date:	28.10.21
Governor:	none assigned to date
Date:	