

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>A teaching assistant has undertaken PESSPA training. Training and modelling of best practice was then shared with all staff in a CPD session.</p> <p>Don Rae videos were purchased during lockdown. These were used to provide high quality dance lessons to the children working from home.</p> <p>Outdoor exercise equipment, the biodome and table tennis tables have been purchased creating a rich offer around PE and healthy lifestyles. These have provided great opportunities for the children. It is hoped that this equipment will create a legacy and sustained impact using the sports premium funding.</p>	<p>Due to restrictions posed by COVID 19, there is a need for each class to have resource kits for developing individual skills linked to motor skills and development of key skills such as balance, agility, flexibility and stamina.</p> <p>It is also apparent that there has been a lack of opportunities to play team games due to the circumstances and therefore, this needs to be addressed going forward.</p>

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

YES/NO * Delete as applicable

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.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	
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>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>Due to the restrictions COVID 19 posed, children have not been able to participate in swimming lessons this academic year. To ensure that swimming becomes an integral part of PE again, years 2, 4 and 6 will all be swimming in 2021/2022. This will allow for any gaps in learning and knowledge to be developed and ensure that children will be able to meet the target in the future.</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 2021.</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	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.

Academic Year: 2020/21		Total fund allocated: £18040		Date Updated: 21/05/2021	
Key indicator 1: The engagement of all 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:
					%
Intent	Implementation		Impact		0%
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:
Daily mile to be implemented into the daily routine of all classes to increase physical activity, fitness and concentration.	Event to promote the daily mile. Weekly certificates to encourage children to take part. Class teachers to decide when is best for them to complete the daily mile.		All classes trying to get out at least twice a week in current circumstances. This has led to improvements in behaviour, concentration and fitness across the school.		To implement the daily mile for 4 days a week (not on a PE day)
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
Intent	Implementation		Impact		47.2%
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:
Improved physical activity for all children including PP and SEND. Children will learn to communicate and work together as a team to improve their physical activity levels.	Implementation of Moki bands* in all classes will allow children to record their activity across the week. Children’s mental health and wellbeing will be positively affected.	£8,517.20	Children are able to discuss what more physical activity does for them personally. Children are eager to do physical activity and this has positively impacted fitness levels in PE lessons.		Continue to implement Moki bands. Weekly competitions and leader boards to continue to increase physical activity across the

				school.
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*Moki bands are an activity tracker that counts your steps and uses contactless technology to transmit the data using a reader. It is a fun and easy way to get children participating in physical activity in school hours. It provides valuable data to staff to inform decisions about how active the children are and inform decisions for the curriculum to ensure it is active. Challenges can be created to create an element of competition between classes or year groups. All of the data is connected to the Moki app which contains a dashboard that shows the volume and intensity of the steps. As a school, it will be used to track daily activity including the Daily Mile to ensure all children make progress within their physical activity.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	13.7%
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:
Upskill staff to ensure the improvement of quality of delivery in PE lessons offered to the children.	CC to attend PESSPA training Supportive planning structure to increase improvement of quality of delivery (new scheme of work purchased from Greenacre School Sports partnership)	£1000 + £350 for level 6 £1000 £120	Children are showing more confidence in PE lessons.	Staff member to be able to share best practice across the school and to team teach where possible.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	33.5%
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:
Provide children with new equipment to engage them in PE. Use of equipment will enable children to participate in a range of activities and improve their skills within these.	Equipment purchased for each class to support PE lessons and competitions. Year group storage across the school to allow easy access to necessary equipment. Reorganisation of existing storage to ensure ease of access and organisation.	£6031.85	Children are developing core skills and applying them in PE lessons.	Staff and student questionnaire to be carried out.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	5.6%
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 to be able to compete in a range of areas virtually building on their communication and Riverside attitude through PE.	Use HSSP competitions as a way to engage children in being able to achieve in something. Children taking part will be celebrated.	£1010.95	Children have developed a range of key skills that can be used for a broad range of sports. Lower key stages have focused on coordination, balance and foundation motor skills through these competitions both of which are vital to all areas of PE.	Change from virtual competitions to being involved in real life events to promote competitive sports.

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