

# 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>• New Essentials curriculum purchased which will support teaching staff with gaps in their knowledge of the PE curriculum.</li> <li>• New Real PE programme has been purchased for 2 years giving staff the materials and planning needed to support them in confidently delivering PE.</li> <li>• All children have the opportunity to participate in PE lessons.</li> <li>• Most children really enjoy PE and respond positively to PE lessons (<i>From children's survey September 2020</i>).</li> <li>• The children are given weekly opportunities to access physical activities. Most children are active for at least 30 minutes a day with access to outdoor playtimes.</li> <li>• Parents and Teachers are positive about the delivery of Sports Day.</li> <li>• Teaching staff are positive about the coordination of our current PE timetable.</li> <li>• Children enjoy and participate in additional trips to develop a passion for different sports, in our 2019 Sports term children engaged with Climbing, inflatables, Pilates and gym club.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant number of teaching staff lack experience and confidence when planning and delivering PE lessons (<i>according to staff questionnaire- undertaken 2019/20</i>).</li> <li>• A lot of equipment is old, in poor condition and not easily accessible.</li> <li>• Time and space to deliver PE is limited.</li> <li>• The range of activities offered within the PE curriculum is limited. We currently failed to fulfil the requirement for swimming in 2019/20 (<i>due to start summer 2020 cancelled due to COVID-19</i>).</li> <li>• Parents are unfamiliar with the range various activities offered in PE lessons (<i>according to parent questionnaire- undertaken 2019/20</i>).</li> <li>• Parents receive limited information about how their child is doing in PE (<i>according to parent questionnaire- undertaken 2019/20</i>).</li> <li>• There has been very little CPD around PE for staff in recent years.</li> <li>• Children would like access to a wider range of activities e.g. swimming, gymnastics, trampolining and climbing (<i>according to Student Council feedback- undertaken 2019/20 and children's survey's September 2020</i>).</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

<b>Meeting national curriculum requirements for swimming and water safety.</b>	
<b>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</b>	
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.	52%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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: £16,570		Date Updated: 15 <sup>th</sup> July 2021	
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					Percentage of total allocation: 6%
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?:
To engage children in being more physical active at playtimes.		Purchase new equipment for lunchtimes (chosen by the children). Scooters and footballs for year groups/different playground areas.		£337.56	Children are more active at playtimes; they enjoy playtimes and the variety of equipment available to them. They now participate in a wide range of activities.
To purchase new PE equipment to support the teaching and participate of PE for all children.		New PE balls, hoops, benches, gym spots and gymnastic equipment have been purchased to support the teaching of PE and participation of all pupils.		£655.49	All children have been more engaged in PE session with more equipment available it has meant that they are not waiting around for their turn and participating more.
Book swimming to increase the number of pupils able to swim 25m by the time they leave Y6. Year 3 class plus other children across KS2 who need extra provision swimming top-up.		Main Swimming round (Y3 and Y6) to include other pupils who need extra provision based on last year's top-up to reach 25m by the end of the summer term.		Funded by Rookwood Private School.	74% of our YR6 children are now able to self-rescue. When starting the course in Summer 1- 2021 52% were non-swimmers and had never been in a swimming pool.

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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:
To engage children in a wider variety of sports and activities, interviewing and training YR6 Sports Leaders- using the Real Leaders program.	Year 6 children to be given the opportunity to apply, interview and train to become a sports leader, eventually running a sports session for one of our younger classes.	N/A part or Real PE Membership Package	Sports Leaders were able to lead a sports session for the younger classes in the school. Showing their sports knowledge, leadership skills and support for younger children.	New pupil booklets to be ordered for new 2021/2022 sports leaders. New children to be given the opportunity again to apply and interview to become a sports leader.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
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:
In order to increase the confidence of teaching PE, teaching staff to attend CPD sessions.	Staff have attended sessions run by Real PE Package. PE Lead has attended sessions on leading PE and 'Real Leaders- sports leaders' training sessions. Real PE Membership manager has been in to school to run sessions and deliver CPD sessions.	N/A part or Real PE Membership Package	More teaching staff feel confident in teaching PE sessions, and using Real PE as a platform for delivering PE, assessing PE and understanding the nutritional elements of PE.	PE Lead to ask staff to re-complete staff questionnaire and arrange any more CPD session for the next academic year.

Staff to observe and support during specialised SEN coached sessions. Coach to offer support to staff.	Staff attended all PE sessions led by coach and begun to take groups/support during lessons.	£5850	Most children have been able to access specialist coached PE sessions with the support of staff teams. Children have been able to participate and staff felt more confident in delivering PE.	PE Lead to discuss with staff the effectiveness of specialist PE sessions with new Real PE package and decide if this should continue in the next academic year.
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 59%
<b>Intent</b>	<b>Implementation</b>	<b>Funding allocated:</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Year 6 to participate in Bikeability to promote proficiency and safety in cycling and develop a further enjoyment of an alternative sport.	Year 6 to take part in bike ability sessions to improve proficiency and road safety awareness.	£115.00	All children were able to participate: 4% did not hit expected or did not take part National Standard Level 1 - 13% National Standard Level 2 - 83%	PE Lead and YR6 Teaching team to organise date for next year.
Specialist Horse Equine Therapy sessions to provide an extra-curricular physical activity to encourage identified children with taking up physical activity, while also providing therapy.	Identified part time 1:1 child to have Horse Equine Therapy sessions to support his social, emotional, mental health needs (SEMH) as well as his physical development.	£2485.00	Identified child was able to participate in sessions weekly, supporting his SEMH needs as well as developing a love for horse riding and outdoor activity.	PE Lead and SLT to decide if there is another child to be identified for Horse Equine Therapy sessions in the next academic year.

Purchase a school trampoline to support children's holistic physical development, through specialised teaching sessions.	All children to be given the opportunity to participate in trampolining sessions with a specialist coach, to support the development of their holistic physical (gross and fine motor) development.	£6126.95	All children and classes have been able to have the opportunity to try/ use the trampoline and sessions are beginning in Enrichment. Children enjoy the trampoline and ask when they are able to go again.	PE Lead to create a timetable for trampolining sessions and each classes for next academic year.
Activity week to provide children with physical activity sessions that they would not otherwise have the opportunity to try.	Year 6 Pupils booked into sessions at Southampton Ski Slope and Oxenwood Activity Centre.	£1000.00	All children were able to engage in activities that they have not been able to participate in before e.g. Doughnutting, Archery and the Climbing Wall.	PE Lead and Year 6 Teaching team to decide and book activity week for the next academic year.

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 0%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>
Organise friendlies with local schools to increase the participation in competitive fixtures	PE Lead to arrange friendlies with local schools to support in developing children's participation in competitive sport as well as social, emotional learning.		-	Any pre-arrange sessions have been unable to take place with other schools due to the COVID-19 restrictions in place until late Summer 2.
				PE Lead to arrange friendly matches with school for Autumn 1 and from Spring 2 in the next academic year.

<b>Signed off by:</b>	
Head Teacher:	Nathalie Akhmatova
Signed:	N Akhmatova
Date:	15/07/21
Subject Leader:	Danielle Hopper
Signed:	D.Hopper
Date:	15/07/21
Governor:	Laura Bell
Signed:	Laura Bell
Date:	22.07.2021