

# 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>PE pass planning tool implemented for staff to use along with planning and assessment.</p> <p>CPD in dance and gymnastics delivered.</p> <p>Sports equipment purchased following pupil voice questionnaire to enable staff to develop an engaging and diverse curriculum which focuses on the strengths and needs of their pupils.</p> <p>Equipment purchased to support SEN children in PE.</p> <p>Games mark- silver award</p>	<p>Introduce the 'daily mile' to promote daily exercise. Mile markings to be added to the playground for children to follow.</p> <p>Planning and assessment tools to be assessed and adapted.</p> <p>Active lunchtimes to be introduced with play leaders to lead sports at lunchtimes- lunchtime equipment to be purchased.</p> <p>Playground equipment to be purchased to provide an engaging and active space for the children.</p> <p>Sensory garden to be built to support children's mental health post COVID-19.</p> <p>Sports council to be set up to make decisions on after school clubs, sports etc.</p>

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

**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.	86%
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What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
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What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%
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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
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<p>This cohort were affected by COVID-19 and they were unable to start their year 6 swimming lessons in the summer term.</p>	
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## 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: £		Date Updated:		Total spend- £19110	
<p><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</p> <p>Percentage of total allocation: 68%</p> <p>Focus on Key indicator 1 due to reduced activity levels due to COVID-19.</p>							
Intent		Implementation		Impact		£13,010	
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?:	
Introduce active mile to ensure that all children take part in the recommended 30 minutes of Physical Activity a day in school.		Daily mile track to be marked out and daily mile to be completed once a day by all children.  Use of 'tracker' to monitor improvements of fitness.		<a href="https://www.schoolsdailymile.co.uk/surfaces/painting/">https://www.schoolsdailymile.co.uk/surfaces/painting/</a>  £4000 (10 laps=1 mile)		Improved levels of fitness for children. Children can run/ exercise for a sustained period.  Children took part in home challenges during COVID-19 pandemic to keep them active at home.	
To enhance a structured lunchtime where all children are active and engaged.		Increase the amount of lunchtime activities and after school clubs to encourage children to take part in as many physical activities as possible. Lunchtime activities and game of the weeks for children to keep them active with playtime leaders. Lunch staff to be trained as 'play leaders' to lead sports and games at playtime. Develop leadership roles for children to become play buddies and coaches.		£500		More engagement in sport at lunchtimes Less behavioural issues at lunchtime as children are engaged in sports or games- monitored through CPOMS Increased activity levels at lunchtime.	
						Incorporating an active mile into the school day will develop a lifelong habit of daily physical activity.  Engage parents to encourage children to attend clubs.  Order sporting equipment to allow a broader range of sports in PE and at lunchtime.  Lunchtime staff will have transferable knowledge/skills to share with any new members of staff and will also be able to 'train' pupils as play leaders.	

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	<p>Order PE resources for lunchtime activities.</p> <p>Gym equipment and stage to be installed</p> <p>Development of EYFS outdoor area to include a range of apparatus for children to use.</p>	<p>£300</p> <p>£8000- gym equipment KS1 and KS2- look into support with funding. £300 KS1 and KS2 stage.</p> <p>£410</p>		
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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: 9%

Intent	Implementation	Impact	£1650
<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>To promote physical education, school sports and physical activity within the school.</p>	<p>Set up a sports council to get the children involved with sports and raise the profile. Children to vote for two members from each year to be on the sports council. Sports council badges to be purchased. Sports council to investigate which resources are required for different classes.</p> <p>Introduce intra class events where children can compete for dojos and a class reward/trophy. Introduce as healthy competition for the children</p>	<p>£50</p> <p>No sports council currently active at Longford. This will help to raise the profile of sport in school as well as involve children in the decisions which will create more involvement.</p> <p>£100</p>	<p>Once sports council is up and running new children can be voted in each year and follow the plans and agenda outlined by the school council members from the previous year.</p>

	<p>to enjoy and to promote healthy learning of the skills.</p> <p>Ensure that certain children who meet certain criteria such as SEN and less active children to have opportunities to take part in extra coaching with the PE lead to allow them to gain confidence with themselves and enjoy physical activity a lot more.</p> <p>Take part in inter school events and reward children with commitment to their clubs- showcase these on the sports display.</p> <p>Children to wear the correct clothing during PE lessons. Purchase school kit as spares.</p>	£500	<p>Extra PE equipment purchased to show how skills can be transferred using equipment and also to support SEN children in PE lessons.</p>	<p>CPD for staff to include SEN in PE.</p> <p>Promote sports with a sporting display.</p> <p>Raise awareness using school social media pages.</p> <p>CPD for staff to include ways for children not in kit/injured to be included in lessons.</p>
Pupils attend school where gold mark has been achieved and awarded	Meet criteria set out on the games mark gold.	£400- release time for staff, supply cover to attend events and resources needed to meet requirements.	School games activities sent out via class dojo for children to complete.	Set up clubs for those who are less active to promote engagement.
Raise pupil aspirations and the profile of sport across the school through hosting Olympic athletes for the day	Timetabled day where guest Olympians can come in and present and work with the children. Children will have the opportunity to hear their journey and how they got to be successful.	£1000		When COVID-19 allows, Olympic athletes to be invited into school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			7%
Intent	Implementation	Impact	£1250
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 have all staff delivering PE and clubs confidently and effectively.	<p>Booked sessions for staff development to increase knowledge and skills of staff in gymnastics and dance (outlined as weak areas in staff questionnaire.)</p> <p>Ensure teachers have quality training to support development of exciting, progressive teaching and learning in PE.</p> <p>Release staff with expertise to team teach with less skilled members of staff.</p> <p>PE lead to work with SEN coordinator to look into SEN in PE more. CPD on how to include SEN children in more physical activity.</p>	<p>£150</p> <p>£300</p> <p>£250</p> <p>£300</p>	<p>Sessions completed on INSET day. Good feedback received from the staff- ensure implemented in PE lessons.</p> <p>Upskilling of staff ensures good quality dance and gymnastics sessions will be taught. Next steps: subject leader to monitor dance and gymnastics lessons to ensure training is being implemented.</p> <p>To ensure CPD is passed to staff regarding SEN in PE.</p> <p>Monitor and evaluate PE lessons and give CPD accordingly.</p> <p>Continue to provide assessment and lesson guidance for the different areas of PE.</p> <p>Staff able to share good practise and information from the CPD to develop each other's understanding.</p>

<p>To revamp the curriculum map to include a wider range of sports and mixed skills.</p> <p>To improve the leadership and management of the delivery of the physical education curriculum within primary schools.</p> <p>To enable subject leaders to support and upskill other team members.</p>	<p>Subject coordinator to attend level 6 training</p>	<p>Course total and supply teacher cover. £400</p>	<p>Understand the role and responsibilities of a primary school PE subject leader.</p> <p>Be able to determine the quality of PE provision in a primary school, design, lead and review a targeted strategy to develop provision,</p>	<p>Increase PE leads confidence, competence, and PE subject knowledge.</p> <p>Raise standards across the curriculum and contribute to whole school improvement.</p> <p>Increased sustainability of 'good or better' primary school PE teaching and learning.</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 7%

**Intent** **Implementation** **Impact** £1300

**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>Wide range of sports to be continued to offer within and outside the curriculum. Variety of after school clubs to be available throughout the year.</p>	<p>Purchase new outdoor activity equipment for lunchtime</p> <p>Audit of new equipment to enable participation in a wider range of sports</p> <p>Introduce many different sports in one unit to show how skills can be transferred and therefore more sports are available to children in their unity.</p>	<p>£500</p> <p>£100-time</p>	<p>PE equipment updated and new equipment purchased to allow children to access high quality equipment which will support progress in PE lessons. Equipment purchased to allow differentiation in lessons.</p> <p>The school was one of few schools to achieve the school games mark recognition award for 19/20.</p>	<p>To try and engage the parents more to encourage more children to attend after school clubs.</p> <p>Adapt the curriculum to allow a wider range of sports.</p> <p>CPD for staff for different sports they feel uncomfortable to teach.</p> <p>Use of website and twitter to</p>
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	<p>PE curriculum to be designed to engage all learners and ensure that they have the skills and confidence to take part in a wide range of activities.</p> <p>Staff to be encouraged to be flexible in their delivery to both introduce new sporting activities and also to develop children's interests. The STEP model should be considered to support the inclusion of all pupils.</p> <p>The sports council to be involved in many decisions throughout the year on equipment and clubs. They are the voice of the children and will allow us to make the sports they are interested in available to them .</p>	<p>£200</p>		<p>promote regularly.</p> <p>Extra-curricular participation tracked.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	£1900
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>Opportunities for more children to attend competitive sports events.</p> <p>Opportunities for more girls to be involved in competitions.</p> <p>School teams in a variety of sports to compete against other local schools.</p> <p>Participate in Trust intra school sporting competitions to enable everybody to participate in competitive games.</p>	<p>Trust competitions arranged and attended.</p> <p>Transport to events.</p> <p>Staff cover to attend events.</p> <p>New sports kit: football kit, t-shirts of different sizes to be used for other events, such as Cross Country, rounders, cricket etc.</p> <p>Offer children different roles in sports, allowing them to coach, play or officiate.</p> <p>Apply annually for the school games mark which will support us in planning and delivering a range of competitive sporting opportunities.</p>	<p>£500</p> <p>£500</p> <p>£600</p> <p>£300</p>	<p>The school was one of few schools to achieve the school games mark recognition award for 19/20.</p>	<p>Increased participation in inter school competition.</p> <p>Develop sporting links with other St Bart's trust schools.</p> <p>Achieve Gold mark for Games for all.</p> <p>Try and engage the parents more to encourage more children to attend clubs and physical activity at home.</p>
Allow all children the chance to take part in competitive physical activity.	After PE units host an intra school event where the children can compete against each other showing off the skills they have learnt.			