

# 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](https://www.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>• <i>Gold School Games Mark awarded for 2 consecutive years</i></li> <li>• <i>Increased numbers of children attending extra-curricular clubs through the employment of specialist coaches and diverse range of activities</i></li> <li>• <i>Increased numbers of children accessing competitive events</i></li> <li>• <i>Increased opportunities for less active children and children with SEND to attend events/competition</i></li> <li>• <i>Increased activity levels during lunch times through investment in equipment and structured play</i></li> <li>• <i>Staff confidence in the delivery of PE through ongoing CPD and inset</i></li> <li>• <i>Enhanced delivery of PE and skill development through investment in equipment and resources for PE lessons</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Continue to use the Activity Tracker to monitor activity levels to identify the least active population</i></li> <li>• <i>Continue to provide a broad range of extra-curricular clubs to engage as many children as possible</i></li> <li>• <i>Continue to develop the C4L club to engage the least active population</i></li> <li>• <i>Continued affiliation to the PSSP to access competitive opportunities for all children, ongoing staff CPD and support from PE specialist teachers</i></li> <li>• <i>Investment in outdoor learning equipment to enhance our PE curriculum and provide additional opportunities to be active</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

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?                         |  |                               |   | Total Carry Over Funding:  |
|  |  |                               |   | £  |
| <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?<br><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. | 70% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 65% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 70% |
| 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?   | Yes |

## 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: £17,750.00 | Date Updated: September 2020  |  |
|--|--|----------------------------------|---|--|
| <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 |  |                                  |   | Percentage of total allocation:  |
|  |  |                                  |   | %  |
| 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:   |
| <i>All children able to swim a minimum of 25 meters before the end of Y6.</i>  | <i>Provide top-up Swimming sessions for those children who did not reach the minimum requirement during their curriculum swimming block.</i> | <i>£300</i>                      | <i>Assessment data provided by the Life Centre will highlight any children who require further top-up sessions.</i> | <i>Using the assessment data to identify children requiring top-up sessions will provide more opportunities for all children to be successful.</i> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |  |                    |  | Percentage of total allocation:   |
|---|--|--------------------|--|---|
|   |  |                    |  | 27.9%   |
| 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:  |
| <i>All children engaged in PE lessons and provided increased opportunities to develop their skills.</i>   | <i>Equipment audit to be undertaken at the beginning of the year and resources ordered to ensure that lessons and clubs are well resourced. Investment in outdoor learning equipment.</i>  | <i>£3,968</i>      | <i>PE Coordinator to work alongside the KS1 teacher to identify suitable equipment. Impact monitored through staff survey, student voice and observations.</i>   | <i>Investment in robust equipment will ensure that future classes are able to benefit. Developing the outdoor areas will encourage children to be more active, develop motor skills and impact healthy, active lifestyles.</i>  |
| <i>Engagement in a broad, balanced curriculum. Skill development through access to clubs and competition. Opportunities to develop leadership skills.</i>   | <i>Write comprehensive development plans for PE. Monitor the planning and delivery of PE and provide CPD opportunities. Maintain all standards and collect evidence to complete a successful application for the Gold School Games Mark. Provide training and support for young leaders. Provide clubs, events and competitive opportunities for all children.</i> | <i>£1,000</i>      | <i>Review last years' PE Development Plan in September and write new plan for this year. Review the Schools Games action plan from last year and write new one for this year. Completed 09.09.2020. Maintain the Activity Tracker to monitor attendance to clubs and events. Use student voice survey to review offered opportunities.</i> | <i>Release time from class will ensure that we can continue to develop the PE curriculum, extra-curricular program and competition offer. Applying for the Gold School Games Award will ensure that we continue to positively impact activity levels, sports leaders and the engagement as many children as possible in healthy, active lifestyles.</i> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |                    |   | Percentage of total allocation:   |
|---|---|--------------------|---|---|
|   |   |                    |   | 44.4%   |
| 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:  |
| <i>Positively impact teaching and learning in PE.</i>   | <i>Employ a PE Specialist Teacher through the PSSP to work alongside staff in PE lessons to provide high quality CPD.</i> | <i>£3,500</i>      | <i>Staff surveys used to understand staff confidence levels in delivering the PE curriculum. Staff to complete feedback forms following and CPD/Inset.</i>                  | <i>Continued affiliation to the PSSP will ensure that we have access to a specialist teacher to run bespoke CPD for staff as well as whole staff inset. Increased knowledge and confidence of staff will impact teaching and learning for all children.</i> |
| <i>Positively impact teaching and learning in PE.</i>   | <i>Employ Premier Sport to work alongside teachers in PE as CPD for all staff in a broad range of activity areas.</i>     | <i>£3,882.00</i>   | <i>Staff surveys used to understand staff confidence levels in delivering the PE curriculum. Staff to complete feedback forms following any CPD/Inset.</i>                  | <i>Investing in staff is a priority as this is our most sustainable resource. Staff knowledge and confidence will benefit children in years to come.</i>  |
| <i>Positively impact teaching and learning in PE.</i>   | <i>PE Coordinator to research and source an outdoor learning scheme of work to support teachers.</i>                      | <i>£500</i>        | <i>Staff surveys to be used following the implementation of the new scheme to monitor impact. Student voice surveys to be completed to review engagement and enjoyment.</i> | <i>Investing in a new scheme of work will support teachers in the delivery and help to ensure they are more knowledgeable and confident in their delivery of high-quality PE.</i>   |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                     |   | Percentage of total allocation:   |
|---|--|---------------------|---|---|
|   |  |                     |   | 22.5%   |
| 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:  |
| <i>Increased activity levels through engagement in extra-curricular clubs. Increased numbers of children involved in sports leadership.</i>                 | <i>Employ Premier Sport to provide extra-curricular clubs, including a C4L and support the sports leaders in leading activities.</i>                                       | <i>*Cost in K13</i> | <i>Club registers to be maintained. PE Coordinator to update the Activity Tracker to monitor engagement. Student voice surveys used to understand requirement and adapt offer.</i>  | <i>Continued use of the Activity Tracker will help to ensure that the least active population can be identified and provided for. Employing specialist coaches to provide a diverse range of clubs/opportunities will ensure that we engage as many children as possible.</i>                 |
| <i>Develop life skills and leadership skills and increase activity levels.</i>  | <i>Employ the PSSP to deliver Balanceability/Bikeability/OAA opportunities/Training for sports leaders.</i>  | <i>*Cost in K13</i> | <i>PSSP provide termly reports on the number of events attended. Assessment data will be provided following the completion of the Balanceability and Bikeability Courses. Children who successfully complete the Playleaders course will receive a certificate.</i> | <i>Continued affiliation with the PSSP will ensure that we are able to access these and other opportunities to inspire more children to be active.</i>  |
| <i>Increase the number of children attending an extra-curricular club.</i>  | <i>Employ specialist coaches to deliver a diverse range of extra-curricular clubs. PE Coordinator to book a Skipping Workshop/Devon Cricket/Argyle and Premier Sports.</i> | <i>£4,000</i>       | <i>Club registers to be maintained and Activity Tracker used to monitor participation. Student voice surveys used to understand requirement and adapt offer.</i>  | <i>Employing specialist coaches will ensure that we can continue to offer a broad range of extra-curricular clubs in order to engage as many children as possible. Providing enjoyable experiences will encourage children to continue participating and lead healthy, active lifestyles.</i> |

| Key indicator 5: Increased participation in competitive sport   |  |                     |  | Percentage of total allocation:  |
|---|--|---------------------|--|--|
|   |  |                     |  | 3.3%   |
| 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:   |
| <i>Increase the number of children participating in competitive events.</i>   | <i>Annual subscription to the PSSP to ensure that we can access a broad range of competitive L2/L3 events.</i>       | <i>*Cost in KI3</i> | <i>PSSP provide termly reports on the number of events attended. PE Coordinator to monitor participation through the Activity Tracker.</i> | <i>Continued affiliation with the PSSP will ensure that we are able to provide as many opportunities as possible for children across all age groups and abilities.</i>                         |
| <i>Increase the number of children accessing appropriate competition.</i>   | <i>Cover supply costs to release staff from class to take children to competitions. Pay for transport to events.</i> | <i>£600</i>         | <i>PSSP provide termly reports on the number of events attended. PE coordinator to monitor participation through the Activity Tracker.</i> | <i>Covering transport and staffing costs will ensure that we are able to provide as many children as possible with the opportunity to compete and develop a passion for physical activity.</i> |

|                 |   |
|-----------------|---|
| Signed off by   |   |
| Head Teacher:   | <i>CL Pyne</i>                                      |
| Date:           | <i>01.09.20</i>                                     |
| Subject Leader: | <i>S Braddard</i><br><i>(in post from Nov 2020)</i> |
| Date:           | <i>06.11.20</i>                                     |
| Governor:       | <i>D Worral</i>                                     |
| Date:           | <i>05.01.21</i>                                     |