

# 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Silver Award for Games</li> <li>• SEN group swimming consistently in KS2 - 1 session per week</li> <li>• Increased participation in swimming for CPC children</li> <li>• Purchase of more resources for encouraging greater activity at lunchtime and playtime.</li> <li>• Increased confidence of all staff in teaching PE and sport – Particularly Dance through whole school INSET training.</li> <li>• New Scheme of work introduced across whole school.</li> <li>• Assessment in PE highlights good attainment by pupils.</li> <li>• Inter-class competition is a great success within the school</li> <li>• 200 Cricket bats and balls sent home to families – invitations to seminars and online coaching sessions sent.</li> <li>• SEND Children compete in Borough Pentathlon</li> <li>• Inter-house competition is extremely successful, driving participation and improving behaviour</li> <li>• JRCS supported our Dance lessons to provide specialist teaching in Street Dance</li> <li>• Bikability success in KS2</li> <li>• Partnership with Essex Cricket to support staff in delivering lessons and provide an after school club.</li> <li>• Lunchtime club available for the least active</li> <li>• After school clubs available for all year groups</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase more resources for encouraging greater activity at lunchtime and playtime (create circuits, orienteering points and trails)</li> <li>• Improve behaviour within PE lessons – engage pupils further</li> <li>• Drive vocabulary within PE and opportunities for cross curricular links</li> <li>• Increased confidence of all staff in teaching gymnastics.</li> <li>• Re-evaluate the range of clubs offered to promote participation in competitive sports.</li> <li>• Essex cricket to support development of Cricket in school.</li> <li>• Barking Rugby club to support development and implementation of Rugby in school.</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 2020.	56%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	33%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	52%
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: £22,500		Date Updated: 04.02.2021	
<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>					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:
Stations and trails to be created in both playgrounds to develop fitness and activity of children. Playground equipment to be replenished to ensure children have resources to complete playground activities.	Equipment and markings to be added to the playground. MDAs, teachers and support staff to be trained in using areas.	£10,500	Trails and stations will increase children's activity during playtime.		
Improve the children's playtime experiences, allowing them to be more active with organised activities supervised by trained staff	OPAL Primary Programme	£5000	Children's fitness and mental stamina to improve. Classes with long afternoons to use the break to help with children's concentration.		
Increase sports participation at lunchtime- particularly for those less active across the school.	Sports coach to run change 4 life club across all year groups in KS2 – targeting the least active, least confident and those that would benefit from social interaction.	£2000	Increase the children's physical activity, as well as confidence, self-esteem and communication skills.		

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<p>After school clubs to be available for every year group – in a range of different sports.</p>	<p>A sports coach will focus on one year group per day, offering high quality extra-curricular activities in a range of sports. The focus of the sessions in summer term will be revising the topics and skills missed during the national lockdown.</p>		<p>Children will have opportunity to be active for an additional 50 minutes. Children will have opportunities to practice skills missed from lessons due to national lockdown.</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:
				%
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:
Staff, children, parents and governors have a keen interest in the participation of children in sporting events and encouraging participation in a wide range of sporting activities.	Sporting events are shared in the staffroom, meetings, school website and included on the weekly diary to ensure that all staff support the teams of the school. Successes and participation is shared with children in assemblies with trophies, medals and certificates being presented for all to see. Children with outside interests are encouraged to share their achievements with their classes and in assemblies. Annual 'celebration of sport' assemblies take place with children being awarded for both sporting ability and effort.		Diaries show sporting events. Staff and parents supporting football events and multi-skills events.	
Intra-sports competition in place for all year groups. Children and staff will be engaged with the learning of the sport, in preparation for competition.	Each year group will compete in a small competition between classes, to conclude the learning of the current sport. Winning classes to be celebrated in assembly time and given trophies. Display dedicated to competition to highlight winners and pictures of events.		Increase engagement in lessons, particularly the skill-based sessions, where emphasis on skills used in game situations will be encouraged. Children have a goal to work towards, together as a team. Aim to also improve the behaviour and togetherness of individual classes.	



<p>Ensure all pupils can swim 25m by the end of Y6</p>	<p>provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum. Children to have 2 sessions of swimming a week in the summer term as a result of lost time due to national school and leisure facility closures.</p> <p>Year 6 classes to complete 2 days of swimming assessment</p>	<p>£5000</p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively.</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Cricket coaches to support teachers. Coaches to model lessons and team teach with classes in KS2.	Teachers will gain further confidence with teaching the subject. Further CPD to be delivered through team teaching sessions with specialised coaches in their field.		Improve the quality of teaching and teachers' confidence to deliver engaging lessons. Improve the children's attainment and experience.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Develop SEN children's confidence and skills in a range of sporting activities.  A wider range of extra-curricular opportunities offered to children.	SEN children to be given weekly swimming sessions to develop water confidence and proficiency.  Clubs organised to give children opportunity to try new sports: <ul style="list-style-type: none"> <li>• Dodge ball</li> <li>• Judo</li> <li>• Street Dance</li> <li>• Cricket</li> <li>• Archery</li> </ul>		Groups work towards being able to swim independently; children work towards completing 25m.  Children to have opportunities to experience sports that are not covered in the curriculum OR have an opportunity to enhance their learning from lessons and work to a higher level e.g. dance club to provide a more specialist and higher level approach to the PE lessons.	
Additional achievements:				

Key indicator 5: Increased participation in competitive sport				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:
Football fixtures to be arranged for year 6 cohort. Virtual borough athletics to be run throughout school to introduce a competitive edge to their lessons.	Y6 football fixtures (mixed) Y6 football fixtures (girls) Y3-6 – Virtual borough athletics games Y 1-2 – Virtual multi skills competitions		Children to have an opportunity to compete against other schools, despite the current restrictions with hosting large competitions.	