

# 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](http://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](#).

## 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.

<b>Academic Year:</b> 2021/22	<b>Total fund allocated:</b> £20, 393	<b>Date Updated:</b>		
<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:
				24%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</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:	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>Keep Active school initiative to increase break time and lunch time activity. Years R – 6 in order to increase physical activity on a daily basis and physical development through outside play.</p> <p>Active Mile - Participation in the increased Lethbridge run – using track. Improve fitness - pupils more active in PE lessons leading to improved PE standards. All pupils involved, including SEN and disadvantaged. Attitude to learning improved through better concentration leading to increased results.</p>	<p>Teacher led training to play leaders half an hour each Friday. Time and cover.</p> <p>Additional MDSA support to ensure use of sports equipment and organised sports play at lunchtimes</p> <p>Teacher-led playtime sessions in activities e.g. skipping</p> <p>Children to set personal goals to measure improvement across the year. Relaunch at beginning and end of playtimes.</p>	<p>£1002</p> <p>£2500</p> <p>£1005</p> <p>£0</p>		
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<p>Involvement of external agencies to offer wider range of sports and opportunities, e.g. paddle tennis, cricket, badminton, dance. All pupils involved, including SEN and disadvantaged. Attitude to learning improved through better concentration leading to improved results in class and improved health and fitness. Dance</p>	<p>Arrange additional PE sessions with external agencies to widen and enhance opportunities outside of regular PE.</p>	<p>£360 £42</p>		
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 16 %</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>



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<p>Active Mile to encourage children exercise for short bursts on a regular basis and to increase fitness levels/stamina.</p>	<p>TA time to supervise/cover and supply first aid to enable active mile to take place regularly</p>	<p>£2660</p>		
<p>Celebrate sporting achievement during celebration assemblies to encourage pupils to do their best in PE sessions and during matches.</p>	<p>Individual PE star award from the PE coaches. Class PE star award at the end of each short term. Celebration of school sporting achievements – match results</p>	<p>£0</p>		
<p>A dedicated PE display board to celebrate all sporting achievements from in and out of school, including displaying sports awards from celebration assemblies. Children to bring in trophies, certificates and medals – drive pride in participation and achievement</p>	<p>PE coordinator and coach to manage. Raise the profile of PE in the school and to visitors/parents. Build sense of pride amongst pupils.</p>	<p>£0</p>		
<p>Release time for staff to reorganise all PE stores across the school so PE equipment can be easily found and used.</p>	<p>Subject leaders to manage, TAs to complete work and audit equipment</p>	<p>£340</p>		
		<p>£250</p>		

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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				6%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</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:	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>Fortius PE Membership – provide CPD for members of staff to increase subject knowledge, skills and confidence when teaching PE. Provide opportunities for children to take part in interschool events across the borough.</p> <p>Attend CPD PE event to deepen subject knowledge, and gain skills which can be disseminated to teaching staff. Subject can be lead confidently.</p> <p>Staff Meeting to discuss subject and curriculum to ensure progression. Identify skill base and areas of development. Staff encouraged to support specialist staff when delivering PE to develop skills knowledge and confidence.</p>	<p>Gives access to PE training for PE coordinator and entry to inter school events</p> <p>Coordinator and support to attend the annual PE conference and coordinator meetings.</p> <p>Curriculum is robust and progressive. All staff know what the children have previously learnt and how to move them on.</p>	<p>£250</p> <p>£220</p> <p>£340</p> <p>£340</p>		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Ballet – Year 3 pupils to develop dance, balance, control to create sequence of movements to music through participation with Royal Ballet School leading to performance for parents	Supply needed, train ticket and time for organisers to visit Royal Ballet School for whole day introduction in London and ongoing organisation of the 6 weekly course	£145  £516		
Cycle Proficiency training – identify and respond to hazards, start and stop on-road journeys, maintain suitable riding position, comply with signals, signs and road markings, communicate with other road users, negotiate junctions – leading to Bikeability level 2 award	Daily for 5 weeks in Year 6. Admin costs to organise 96 children in 2 sessions for 5 weeks each child Additional TA support for SEND children to participate	£256  £140		

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<p>Daily safety check and yearly repairs to KS1/EY climbing trail and KS2 fitness equipment to enable children to safely explore climbing, balancing and co-ordination during playtimes and lunchtimes.</p> <p>Children to develop their physical literacy in a new environment. Children to develop their ability to move with competence and confidence in a wide variety of physical activities in the school's forest area, a very different environment than the school playground or hall. This will also encourage healthy development of the child as a whole.</p>	<p>H and S survey found repairs needed to ensure daily use To enable groups of children explore the climbing frame during playtimes and lunchtimes.</p> <p>H and S survey to make safe for daily use. Audit area next the staff car park and identify changes that need to be made and equipment that need to be purchased. Gain quotes and employ contractor to make the area suitable are for children e.g. fences, tree surgeon, strim, steps, railway path access, access to pond, planting, trail.</p>	<p>£128</p> <p>£2316</p> <p>£224</p> <p>£3500</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
Quad kids Competitions – increase participation in competitive athletics, motivating children to try their best. Children given opportunity to try different disciplines/develop interests and talents. Children given opportunity to represent their school competing on their own and within a team.	Children encouraged to take part in athletics opportunity in Year 1/2, Year 3/4 and Year 5/6. Subject leader to organise and support event for each phase. X 2 members of teaching staff at each event.	£510		
Sports Day Competition – children working to achieve their personal best and compete as part of a team. Children given opportunity to try different athletic disciplines/develop interests and talents	Liaise with Sport Ex staff and Commonweal to provide support staff enabling us to create increased competitive elements to Sports Day Equipment purchased. Floating staff to organise day and first aid.	£701		

<p>Football Team – opportunity for children to represent their school within a league and tournaments, building team skills and fair play values</p>	<p>Soccer Ex running weekly coaching, organising school matches and b team friendlies to ensure whole squad competes in matches during the year. Children given the opportunity to develop a sporting interest, to develop team game skills and sense of belonging.</p> <p>Upkeep of field – marking and grass cutting.</p>	<p>£1330 Training £400 Match Coach £300 £50</p>		
<p>Tag Rugby tournament – opportunity for children to represent their school within a league and tournaments, building team skills and fair play values</p>	<p>Enter a team and provide equipment - promote rugby and encourage children to try different sport.</p>	<p>£170 £32</p>		

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Head Teacher:	Lisa Mayes
Date:	1.9.21
Subject Leader:	Caroline Valderey & Tara Moran

Date:	1.9.21
Governor:	Chris Hobson
Date:	