

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p><b>Key Achievements</b></p> <p>Due to Covid-19 restrictions, there has been minimal inter-school sporting competition in 2020/2021.</p> <ul style="list-style-type: none"> <li>For the majority of the academic year, there was a maximum of 15 pupils in each extra-curricular school club. However, 210 pupils attended an after-school sports club (this was 136 in 2019/2020.)</li> </ul> <p>% of pupils doing sport after school:</p> <p>All pupils - 47% (210 pupils)            Girls - 48% (91 girls)            Boys - 47% (119 boys)            Disadvantaged - 50% (45 pupils)            Others - 47% (165 pupils)            SEN - 42% (14 pupils)            Non-SEN – 48% (196 pupils)</p> <ul style="list-style-type: none"> <li>We have offered some new sporting clubs as well as sporting clubs to multiple year groups - running and orienteering, girls football, mixed football and kickboxing.</li> <li>The Gold Active School Sports Mark has been retained for another year (6<sup>th</sup> year in a row) – it has been paused in 2019/2020 &amp; 2020/2021.</li> <li>Providing CPD in the delivery of orienteering ('Cross Curricular Orienteering') has improved staff confidence and has had a positive impact on the children's learning and the outcome of what they have produced in PE lessons and in other subjects. Outdoor learning has increased as well as children's opportunities to be physically active in lessons – not just PE.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the % of pupils who take part in inter-school activities</li> <li>Increase the % of girls representing school in inter-school sports competitions</li> <li>Increase the % of SEND pupils who take part in inter-school/after school activities</li> <li>Provide staff with opportunities to observe outstanding PE lessons in school</li> <li>Provide new staff with PE CPD – dance, orienteering, gymnastics</li> <li>To ensure progress in PE skills across school</li> <li>To increase the number of sporting heroes who visit school</li> <li>Young leaders to continue to lead games, but lead a greater variety of activities at both break times and lunchtimes to include a range of team-building activities - ensure that all children access these activities</li> <li>To ensure that those pupils who have missed out on the annual swimming sessions have the opportunity to be assessed before they leave Y6. Increase the percentage of pupils who can swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To increase the percentage pupils who can perform safe self-rescue in different water-based situations and use a range of strokes effectively before they leave Y6</li> <li>Continue to promote walking, scooting and cycling to school rather than using the bus or getting a lift</li> <li>To continue with the annual Healthy Schools Week</li> <li>To continue to use the links with Bicycling to encourage all pupils to use bikes outside of school</li> <li>To further increase the opportunities for active learning across the school</li> </ul>

<ul style="list-style-type: none"> <li>• Providing Reception and Year 6 pupils with the opportunity to develop their confidence in riding a bicycle or using a balance bike to develop their skills. An after-school club was offered to Year 6 pupils to develop their confidence before their Activity Week sessions. Reception used the balance bikes during Healthy Schools week which has further developed their 'Physical' area of learning.</li> <li>• A 'walk, scoot, bike to school' initiative was launched in the summer term to encourage pupils to walk, scoot or bike to school. Rewards were given to pupils who regularly participated. A bike/scooter shed was also installed.</li> <li>• A bicycle repair clinic was offered to targeted year groups so that their bikes were fit for purpose before the start of the summer holidays.</li> </ul> <p><b>Competition successes</b> Due to Covid-19 restrictions, no competitions took place in 2020/2021.</p>	
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<b>Meeting national curriculum requirements for swimming and water safety.</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.	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £19599		<b>Date Updated:</b> 18.07.2021	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 45.4%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Provide as many opportunities as possible for children to engage in physical activity in school.		<p>In Key Stages 1 and 2 we rota the use of a dedicated sports area at break times and lunchtimes to ensure that a greater range of pupils participate in physical activity. Activities are led by an adult Sports Leader.</p> <p>At break times children from Year 1 to 6 are able to take part in a range of different games such as multi-skills, dodgeball, bull-tag, cricket, football, basketball and running races in the ball court or on the school field.</p> <p>Furthermore, children from Year 2 to 6 are all timetabled to have an extra 30 minutes of physical activity, once a week during lunchtimes.</p> <p>Years 2 and 3 play fun, active games</p>		<p>£1679.97</p> <p>There has been a positive impact in the number of children engaging in physical activity out of school.</p> <p>Children are more aware of how 60 minutes (30 minutes in school and 30 minutes out of school) physical activity daily can benefit you psychologically and physiologically.</p> <p>Children's hand-eye coordination and ball skills improve.</p> <p>Confidence and ability to work as a team similarly improved.</p> <p>There has been a positive impact on the number of children engaging in physical activity out of school.</p>	
				<p>Sustainability and suggested next steps:</p> <p>Expand role of Young Leaders using the Team Building resources.</p> <p>Further CPD for staff to use the Cross-curricular PE equipment and resources to make their lessons more active.</p> <p>Increase hours of Sports Leader to lead additional physical activity with pupils each day.</p>	



	<p>working on their hand-eye coordination and ball skills. Years 4,5 and 6 play a range of different sports such as athletics, basketball, tennis, badminton, netball, football and cricket.</p> <p>Cross-Curricular Orienteering resources purchased &amp; CPD provided to enable pupils to be physically active during lessons other than PE.</p> <p>Purchase of outdoor gym equipment.</p> <p>A 'walk, scoot, bike to school' initiative was launched in the summer term to encourage pupils to walk, scoot or bike to school. Rewards were given to pupils who regularly participated.</p>	<p>£ see key indicator 3</p> <p>£7223.34</p> <p>Free</p>		
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Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation: 10.6%
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?	Sustainability and suggested next steps:
During the weekly achievement assemblies and on Social Media, continue to celebrate sporting achievements and results. This will ensure that the whole school is aware of the importance of PE and Sport and to encourage all children to aspire to being involved in sports.	Contribution to Healthy Schools Week where all pupils from Nursery to Year 6 get the opportunity to experience a wide range of sports and 'healthy living activities' – Zumba, balance bikes, kickboxing, hula hooping, canoeing & orienteering.	£2050	All children identify with success and aspire to be a sporting hero. All children understand the importance of having: a growth mindset, a positive work ethic, dealing with failure, overcoming barriers and the sacrifices athletes make to become an elite level athlete.	Look to embed PE in more areas of the curriculum through innovative approach based on training received – eg Cross-curricular Orienteering.  All staff to continue to be fully aware of PESSPA training opportunities and website.
Continue to celebrate teamwork, good sportsmanship, resilience and determination as well as the outcome of the game/achievement.	Sporting teams to be photographed and displayed around school.	£0	Children have the opportunity to engage in a range of sporting activities which they will not have encountered before. This will ignite their passion for PE, impacting positively upon their engagement in PE lessons.	Quality resources will improve teaching and raise the profile of P.E in school and enhance positive participation/ enjoyment in P.E.
Children are enthusiastic about sharing their achievements in front of the school, which gives them recognition of their achievements on a wider scale and builds their confidence and sense of self.	Fishing experience offered to 16 pupils Y3-Y6.	£0		
Continue appointing Playground Sports Leaders to create a role that is aspirational to other children in school – this has been limited due to the 'zoned areas' at breaktimes and lunchtimes.	Continue with school sportsperson of the year.	£30	Children understand the importance of exercise, physical activity, sport and healthy eating and the positive impact this has both psychologically and physiologically.	Survey children to ascertain which sports personalities the pupils relate to and invite them into school/ have assemblies focusing on them if this isn't possible.  Develop contacts with other professional athletes and invite them into school.

<p>Individuals to demonstrate their skills in front of others – gymnastics, football, dance etc.</p> <p>Introduce role models – sporting personalities so pupils can identify with success and aspire to be a local sporting hero. Ex-professional rugby player and Paralympian were involved in Healthy Schools week – assemblies and circuit training fundraiser.</p>			<p>Photograph this year's teams and to continue to build the profile of sport in school – not possible due to Covid-19.</p>	<p>Photograph next year's teams to continue to build the profile of sport in school.</p> <p>Children aspire to be sportsperson of the year.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16.3%
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:
Develop teachers' confidence in delivering orienteering and use these skills across the whole school to be used in lessons other than PE to increase opportunities for outdoor physical learning.	CPD for staff from Cross-curricular orienteering and access to resources. Low Ash orienteering maps created and access to planning and website.	£1467.00	PE leader will have more confidence in observing and providing constructive feedback in lessons – this in turn improves teaching and outcomes for children.	PE leader to film some 'model' PE lessons showing the correct sequence of learning and progression across school in each PE topic.
Develop teachers' confidence in delivering PE across the school - this will lead to improved outcomes for pupils in these areas of PE.	Purchase of Complete PE - Staff have access to planning, videos of how pupils practise a skill.	£1612.50	Exposing teachers to the delivery of outstanding PE lessons through quality resources as well as sharing drills and exercises has improved staff's confidence and has had a positive impact on the children's learning and the outcome of what they have produced.	
Support for PE Leader in leading PE across the school.	Membership to Association of Physical Education for PE Leader and opportunity to access support through the purchase of Complete PE resource.	£115		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9.8%
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:
<p>Continue to offer a wide range of activities both within and outside the curriculum in order to increase the number of pupils involved.</p> <p>Particular focus on those pupils who do not take up additional PE and sport opportunities.</p>	<p>Subsidise the employment of a specialist gym coach to lead club for pupils in KS1.</p> <p>Target 'disadvantaged pupils' to offer them a free after-school sports club place each half-term.</p>	<p>£471.25</p> <p>£1218.00+£232=£1450.00</p>	<p>The number of pupils taking part in extra- curricular sporting activities will increase due to the additional clubs on offer.</p> <p>For the majority of the academic year, there was a maximum of 15 pupils in each extra-curricular school club. However, 210 pupils attended an after-school sports club (this was 136 in 2019/2020.)</p> <p>% of pupils doing sport after school:</p> <p>All pupils - 47% (210 pupils)            Girls - 48% (91 girls)            Boys - 47% (119 boys)            Disadvantaged - 50% (45 pupils)            Others - 47% (165 pupils)            SEN - 42% (14 pupils)            Non-SEN – 48% (196 pupils)</p> <p>36 pupils took part in girls' football club            15 pupils took part in the girls' netball club            43 pupils took part in the gym club</p>	<p>Arrange a pupil survey to ascertain what new clubs pupils would like to introduce in school next year.</p> <p>Potential additional extra-curricular clubs to be introduced:</p> <ul style="list-style-type: none"> <li>-table tennis club</li> <li>-other martial arts (already established kickboxing)</li> <li>- dance</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17.9%
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:
Due to Covid-19 restrictions, there has been minimal inter-school sporting competition in 2020/2021.  Engage more children in inter-school sports teams.  A greater number of pupils to have opportunities to take part in inter-school competitions and after school sports clubs.	Employ a Sports Coach and another member of staff to lead additional coaching sessions for school teams in the run up to competitions and lead them in the competition including the use of Secondary school facilities.  Employ Sports Coach to lead sporting teams at a variety of events throughout the year and lead after school sports clubs.	£3499.94	Due to Covid-19 restrictions, there has been minimal inter-school sporting competition in 2020/2021.  % of pupils doing sport after school: All pupils - 47% (210 pupils) Girls - 48% (91 girls) Boys - 47% (119 boys) Disadvantaged - 50% (45 pupils) Others - 47% (165 pupils) SEN - 42% (14 pupils) Non-SEN – 48% (196 pupils)	To introduce additional competitive sports identified through pupil voice survey in order to engage a greater number of pupils (especially girls).

Signed off by	
Co-Headteachers	Fiona Meer, Beth Medhurst
Deputy Headteacher	Daniel Hurst
Date:	21.07.2021
Subject Leader:	Sarah Broadbent
Date:	21.07.2021
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Date:	21.07.2021