



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](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 **31st 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 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>We achieved an award of Platinum Plus from Quality Start in July 2020 for our outstanding provision of PE. As a school, we kept children and families active at home during the first lockdown, and we kept the children of keyworkers active at school. We continue to provide CPD for teachers, maintaining a good standard of training and introduction of new ideas into our scheme of work. We incorporated REAL PE into our schemes of work and all staff and children enjoyed using it.</p>	<p>Consideration of doing PE and keeping physical in the COVID-19 situation. Our large open spaces have been restricted by the need to run separate playtimes for each bubble and the introduction of Forest School.</p>

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: £17,730		Date Updated: 30/11/2020	
Key indicator 1: The engagement of all 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:
					30%
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:	
Children will be active for at least 30 minutes per school day at playtimes, lunchtimes, PE lessons and during lessons where possible and appropriate.	Dependent on the COVID -19 pandemic and risk assessments, <ul style="list-style-type: none">Play times are active with various equipment offered to children.PE is taught during whole class playtimes, which happen twice daily for 25 minutes.Where possible teachers make lessons active to include maths and literacy. Including ‘Jump Start Jonny’ and other online tools for learning breaks.We intend to train Lunchtime Supervisors so that they can organise and play games with the children at lunchtimes. (When/if	£200 Jump Start Jonny Membership £525 supply costs £300 Resources	All children have had 2x30 minute playtimes daily where they have used equipment allocated to their class. The children have invented their own games and developed fundamental skills during these times. Children have been inquisitive about the different equipment and they have refined skills taught to them during their PE lessons. Children have developed their skills in the classroom as they have played games and followed online tools which involve following specific instructions. This has been beneficial especially for the younger	We will continue inspiring our children during playtimes, to be active and social, developing physical and personal skills. The training for lunchtime supervisors has now been on hold for 2 years, it would be great to do this, when we eventually return to normality.	

	<p>COVID restrictions are lifted) using CPD from our School Sports Partnership.</p> <ul style="list-style-type: none"> Purchase additional playground equipment to support outdoor learning and physical activity. 	£300	<p>children in our school. Children have developed skills of turn taking, team work personal and social skills by using the equipment on our playground. they support and help each other, whilst challenging themselves to do better each time.</p> <p>During lockdown, teachers gave ideas to parents about what children could do daily to keep active while at home. The PE lead celebrated the children that were imaginative and kept an updated page on the school website.</p>	
	<ul style="list-style-type: none"> One teacher to train in Level 3 Forest School, to continue to access our outdoor learning areas and to further develop physical skills. 	<p>£1180 training costs x9 supply days £1575 Set up costs £1200</p>	<p>This term all children have had a Forest School session once a fortnight, which they have loved and we have already started to see impact for some children in terms of confidence and resilience in particular.</p>	<p>We will continue with Forest School sessions in the next academic year but this will now be funded from school budget.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				22%
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>PE, physical activity and sport will continue to have a high profile in school. Children will continue to enjoy lessons and be inspired to take their learning out onto the playground during playtimes, and to after school clubs. All staff will feel confident to include daily physical activity as part of their lessons and daily routines. Teachers will lead by example.</p> <p>Staff will assess children's individual physical ability, using the progress tracker developed by the PE lead. They will do this 3 times per year.</p>	<ul style="list-style-type: none"> By buying into the WSWSSP we are able to offer children a wide range of activities through PE lessons and off site inter school events. If COVID allows, each child will have the opportunity to take part in one interschool competitive event. Children are attending school in their PE kit ready for PE. Teachers attend regular CPD which develops confidence and also enables the introduction of new sports skills, games and activities. We will continue to teach a range of sports, skills and activities, many linked to topics in other areas of the curriculum, where possible. The PE Leader will use non-contact time to organise, plan and evaluate the teaching of PE and sport 	<p>2-year Membership paid for last year so no cost for 2020-21</p> <p>12 supply days £2100</p> <p>3 supply days £525</p>	<p>We have been unable to attend any inter-school events. but Reception were able to take home their 'Huff and Puff' bags. This supported what the teachers have taught the children at school; children were able to practise and refine skills when at home. Children were also able to use this equipment during isolation, due to closure of bubbles. Children used their equipment in the ways suggested but also used it imaginatively, creating their own games.</p> <p>Teachers attended CPD online, this enabled new teachers to become familiar with new initiatives.</p> <p>During sports week we were able to use a range of equipment to introduce new sports and activities to the children. This got the children excited and</p>	<p>We will be able to continue this next year due to the continued provision of the sports funding.</p> <p>Further support needed for NQT to attend PE courses, to develop confidence and knowledge.</p> <p>This continues to support and develop targeted teaching.</p>

	<p>across the school.</p> <ul style="list-style-type: none"> Teachers will continue to be role models, wearing appropriate, standard kit (to be purchased). Teachers will target the teaching of specific skills by assessing individuals and then teaching them through various Schemes of Work. They will continue to assess twice after the initial baseline assessment. They will then pass this information to the next teacher. 	£427	<p>inspired about PE and sport. We also showed them as many videos and photos of sports and athletes as possible. This included learning about The Olympic Games. This further inspired and encouraged children to get active. The non-contact time enables the PE lead to organise and sort equipment ready for sports week, this enables the range of activities to be wider and more accessible. CPD also has a massive impact on the quality of activities provided.</p> <p>The assessment tool enables teachers to evaluate baseline and progress in individual children.</p>	
	<ul style="list-style-type: none"> Forest School Teaching Assistant to work an additional 2.5 hours per week alongside FS leader (Spring and Summer terms) to train, in order to develop skills to be able to deliver FS more effectively. 	£900	<p>We have trained our Forest School TA over the summer term and she is now going to continue in this role for a day a week from September 2021, but this is now funded from school budget as training has ended. She has been an invaluable support for the FS leader in delivering the intended outcomes of the sessions.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
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:
Teachers will continue to increase their knowledge and skills when teaching and planning PE lessons by attending CPD, and through training from PE lead and SSP staff during staff meetings and demonstrations lessons.	<ul style="list-style-type: none"> Teachers attend various CPD which develops confidence and skills when teaching PE. Our NQT teacher will attend the three-day training course on Real PE. The cost of this is included in the SSP package. Support from a specialist PE teacher who teaches 3 classes one morning per week alongside the class teachers, providing expert teaching and CPD for teachers. PE coordinator will attend PE conference, this provides further opportunity to acquire new skills and sports for teaching back in school, and increases knowledge and understanding needed for the organisation and implementation of PE in 	<p>supply costs calculated in KI 2</p> <p>3 supply days £525</p> <p>£5148</p> <p>1 supply day £175</p>	<p>The specialist PE teacher was able to continue to teach outside. She taught from our scheme, developing ideas and demonstrating to teachers how fundamental skills can be developed and team games can be developed and scoring introduced. Children went on to play these games during their playtimes, developing and refining skills.</p> <p>During lockdown, the specialist teacher made videos that we were able to send home and use for our home learning, the children loved these. They continued to be inspired and continued links were made to our curriculum.</p> <p>The conference was cancelled due to Covid-19</p>	<p>CPD will be more important when we return to normality, giving teachers back the confidence to teach the many different areas in the PE curriculum.</p> <p>The PE Specialist Teacher supports the learning of teachers and children, and will continue next year.</p>

	school. It is also an inspirational day, celebrating PE and sport in schools, which transfers back to staff and pupils.			
--	---	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:
PE planning will include the teaching of dance, gymnastics, games, tennis and Real PE. During sports week teachers will try other sports and activities such as cheerleading, tag rugby, skipping, football etc. They will be inspired and encouraged by CPD that has been attended.	<ul style="list-style-type: none"> This will all be taught where possible due to COVID restrictions. Sports week will go ahead if allowed. Dance House dance festival - may not go ahead as planned or may be virtual All year 2 children will be offered a 6 week fencing course, if possible due to COVID. 	£300 for Sports Week resources £450 For props, costumes and supply cover £900	Teachers in Reception were able to use the hall, following strict Covid rules. They taught Real PE which incorporates the skills needed to play and practise many different sports and games. Sports week was a great success, children took part in a challenge and developed and improved skills. Children enjoyed using different equipment and finding out about new sports. 'Sports Day' took place in individual bubbles, without parents. Children were able to perform, be competitive and support each other.	

			<p>Year 2 children followed the fencing course, learning about a sport which incorporates so many skills required to play sport; behaviour, mind-set and physical skill.</p> <p>Dance House was cancelled due to Covid 19.</p>	<p>We already have the props and a dance for Dance House, the only cost is supply cover. It is a brilliant opportunity for children to experience performing to a live audience.</p>
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
Children will learn to be competitive against themselves and others. They will be encouraged to challenge themselves, by being encouraged to become competitive against themselves. This will also impact learning in other curriculum areas.	<p>Dependent on the COVID -19 pandemic and risk assessments,</p> <ul style="list-style-type: none"> Children will be encouraged to be competitive against themselves and others in own bubbles. Sports day will go ahead if allowed. We have introduced 'Real PE' which has a focus of being active through learning the fundamental skills required to be successful in physical activity and sport. All children will have the opportunity to take part in one interschool off site activity. 	<p>£250 for resources</p> <p>£750 coach costs</p>	<p>During Sports Week, Year 1 had a skipping rope and Year 2 had a ball given to each child. Children had to assess what they could already do and develop that skill throughout the week. Challenging themselves and developing a competitiveness against themselves. Children and parents commented on the experience and how children went on to continue to do better using their equipment at home.</p> <p>Despite lots of things being cancelled and our areas for doing PE being restricted this year, as a school we have continued to find ways to support our children to be active, through having active learning breaks, using online tools to support home learning, being creative with home learning and what children could do at home through lockdown. We have also talked to the children about the importance of physical activity and</p>	We will continue with all these activities next year, although hopefully not under the restrictions of COVID.

			how it can support a healthy body and a healthy mind, and this has been important this year, more than ever.	
--	--	--	--	--