



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by




Department
for Education

Created by



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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 **31st July 2022** 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 2022. 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:
We have maintained our 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 national lockdown, and we kept the children of keyworkers active if they were at school. We continued to provide CPD for teachers using remote methods, maintaining a good standard of training and introduction of new ideas into our scheme of work, which we completely revised during 2020-21, ready for launch in September 2021. We incorporated REAL PE into our schemes of work and all staff and children are enjoying using it.	We need to re-establish the inter and intra sports aspects of our provision as this has been lost due to the pandemic over the last two academic years.

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: 2021/22		Total fund allocated: £17,740 plus £6569.59 carried forward from 2020-21 = £24,309.59		Date Updated: 12/10/2021	
Key indicator 1: 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:
					44%
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?:
Children will be active for at least 30 minutes per school day at playtimes, lunchtimes, PE lessons and during lessons where possible and appropriate.		<ul style="list-style-type: none">Play times are active with various equipment offered to children.PE is taught three times a week, two lessons inside and one lesson outside.Where possible teachers make lessons active to include maths and literacy. Including 'Jump Start Jonny' and other online tools for learning breaks.Purchase additional playground equipment to support outdoor learning and physical activity.		<p>£200 Jump Start Jonny Membership</p> <p>£10,500 A-frame for EYFS and equipment for KS1 in Pirate Island</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				22.6%
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:
<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. 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 across the school. The PE leader will also use this time to complete monitoring 	<p>£1250</p> <p>30 x ½ days of supply cover £3000</p> <p>4 supply days £700</p>		

	<p>throughout 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. 	£536.59		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21.9%
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:
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. 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 school. It is also an inspirational day, celebrating PE and sport in schools, which transfers back to staff and pupils. 	<p>supply costs calculated in KI 2</p> <p>£5148</p> <p>1 supply day £175</p>		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6.8%
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:
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"> We offer a broad range of sports and activities throughout the different year groups. Sports week will go ahead if allowed. A group of children will be taken to 'Dance House' to perform on stage in front of an audience. This keeps the profile of dance high in school and enables boys and girls to get involved who otherwise may not. All year 2 children will be offered a 6 week fencing course before school. 	<p>£300 for Sports Week resources</p> <p>£450 For props, costumes and supply cover for dress rehearsals</p> <p>£900</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4.7%
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"> All children will be given the opportunity to take part in one off site inter-school activity, where they are able to practise and perform skills learnt and practised in lessons at school. KS1 children will be encouraged to be competitive against their own performances and that of others. Sports day. We are continuing to use '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 inter-school off site activity. 	<p>£250 for resources</p> <p>£900 coach costs</p>		