

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> School Games Mark - Silver Inclusion for all Link with local sports club: Hanging Heaton cricket club Increased structured activities at lunchtimes supported by Legacy A wide variety of after school clubs for KS1 and KS2 provided by Legacy (prior to covid-19) Both Year 3 and Year 4 attending weekly swimming lessons (prior to covid-19) Lesson observations to support professional development Opportunities for children to compete with other schools (children now compete within school, results recorded and shared in order to create a competition) Tracking of all children attending after school clubs to target vulnerable children and pupil premium (prior to covid-19) An updated school PE noticeboard All children's progress is tracked in every lessons G&T children and those who are not working at expected level being identified Year 5 Bikeability – October 2019 Sporting Age - to ensure progression across the whole school Rainbow club - provide intra-competition/opportunity for playground leaders across KS1 and KS2 	<ul style="list-style-type: none"> Increase intra-competitions - provide more opportunity for the children to organise their own sports event (within their bubbles) Increase the fitness levels of children through dedicated fitness sessions Audit of PE resources and class playtime equipment Ensure teachers are using ICT to make observations and assessments Bikeability and Balance Training

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

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.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils		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? N.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.	85% 3 non-swimmers 18 swimmers
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66% 14 children passed different strokes
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	57% 12 children passed Personal Survival
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above 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: £17,400		Date Updated: November 2020			
Key indicator 1: The engagement of all 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:	
						%	
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:
Playtimes-more focused physical led activities		Coach to support games during lunchtimes		£19000	More children will spend more time active		Develop a leadership role for pupils to that they can lead activities
Termly sports fitness lessons for children from Year 1 to Year 6		Planned sessions delivered by Sports coach (Sporting Age)			Monitor progress using baseline assessment (Y1-6)		Ensure all children have access to fitness based sessions
Whole afternoon class PE sessions taught by Legacy coaches		Legacy involved to support teacher and children			Children to receive high quality PE lessons		
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:

Sport update on school newsletter/class half termly information sheets (School Games mark on letters)	Update school newsletter with some sports posts added (comments from children competing in the competitions)	None	Parents and the wider community will be aware of the sporting activity of the school	Feedback from parents/carers (from attending the event)
Photographs and information on the PE noticeboard	Ensure the noticeboard is updated with feedback from children and competition updates	None	Participation of the whole school, positive response from parents/carers	
School Games Sports Day (details may alter due to covid-19)	Leadership time to organise the event	Class cover		Year 6 children to lead KS1 event (as in previous year)

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:
Legacy sports coaches enhancing the provision, planning, delivery and assessment of PE across all classes in school by teaching children and working with school staff	Observations of Legacy staff at least once/half term (all classes) Team-teach alongside coach to build confidence, knowledge and skills Planning shared with staff	5 x half days per week - £500 per week/ 38 weeks = £19,000	Increased confidence and self-esteem. The enjoyment of PE participation in wider activities	Staff to deliver to high quality PE lessons
Physical Literacy Programme	Sporting Age	£2400	Ensure pupil are tracked and reaching their full potential	Identify where children have gaps and need upskilling
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:
Bikeability and Balance Training	Children to learn to ride a bike	£40 per head	Build confidence when learning to ride a bike	Support staff/CPD

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:
Give opportunities for children to compete in a range of sports against other schools	Take part in events on the SSP calendar (informed via zoom)	None	An increase in the number of children participating in sports competitions Develop children's confidence	Children to have an interest for sport outside PE lessons

Signed off by	
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Date:	25.11.20
Governor:	Rebecca Beaumont
Date:	25.11.20