

# 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](#) 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](#).

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 during 2020-21. 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 2021:	Areas for further improvement and baseline evidence of need:
<p>Continued to increase the range of sports with expert coaches to engage children and increase participation, despite COVID lockdowns and using Bubbles. We offered more opportunities to children who are not engaging in PE and sport. We offered some extracurricular clubs at varied times to enable more opportunity for children to participate.</p> <p>We ensured that the playground area is now fit for purpose, safe and encouraged active PE and sporting opportunities</p> <p>We began to celebrate PE and sport in school worship and in the weekly newsletter to raise awareness to all pupils of the importance of PE and to celebrate those that have represented the school.</p> <p>We tried to introduce Sports/Playgroup Leaders to the school but COVID lockdown prevented this from happening.</p> <p>We paid for and introduced a new PE scheme and assessment system to use to measure the impact of outcomes.</p> <p>Forest Schools continues to thrive so that all children can participate in a broader range of physical activities whilst developing key skills.</p>	<p>Due to Covid-19 – the current Year 5 and 6 children missed their swimming lessons last year. Last year, swimming lessons were not able to restart.</p> <p>We did not start some of the activities including a healthy/active week at school to encourage pupils to travel to school in a more active way and for children to understand the importance of being healthy.</p> <p>The teaching of PE by an in-house teacher did not work and they left the school. We therefore changed PE providers.</p>

Did you carry forward an underspend from 2020-21 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.

<b>Academic Year: September 2020 to July 2021</b>	<b>Total fund carried over: £</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b>
				£
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	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 (from Y6 in 2018 due to COVID last year)  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	70%
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 2020.	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	None
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> 2021/20		<b>Total fund allocated:</b> £ 17,000		<b>Date Updated:</b> 15/9/2021	
<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: 47%
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:
Pupils will have more active play times and lunch times.		Children in Year 5/6 will undertake their Playmakers Training, to teach them how to lead active playtimes for other children. This is to be led by LD from St Matthew's		£1000	
		Midday supervisors to attend training to enable them to engage with more children and supervise sporting activities during lunch times.		£1000	
		Equipment to be ordered for all classes, to be played with at play times, to be kept within Covid-19 safe bubbles. Order will be repeated twice over the year.		£1000	
		Additional playground and field markings for to encourage games at play times.		£1000	

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				12%
<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:
To develop and train a PE specialist within the school.	PE specialist teacher to be employed to teach PE across the school	£4000		
To ensure that all children get a weekly session of Forest Schools, to support PE across the curriculum	Employ a Forest Schools specialist 2x a week	£4000		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
To improve all teacher's subject knowledge and confidence when teaching PE.	Implement a new scheme of work (PE Pal).  Begin to accurately assess all children in PE.	£1000 annual		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24%
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:
All children should be able to access a range of sports within their PE lessons and have the appropriate equipment to do so.	Purchase a range of new equipment to enable each Covid-19 bubble to have their own sports equipment for every unit of work this year from the PE scheme of work	£2000		



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
For 100% of children in KS2 to take part in sports competitions over the year.	Enter the Stroud District School Sports Partnerships sport competitions, to include School Games competitions, including Y6 South Cerney day.  Cover to release SL to organise and run the events at school	£1000  £1000		

Signed off by	
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Date:	15.09.21
Subject Leader:	Jenny Rose Rance
Date:	15.09.21
Governor:	
Date:	