

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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:

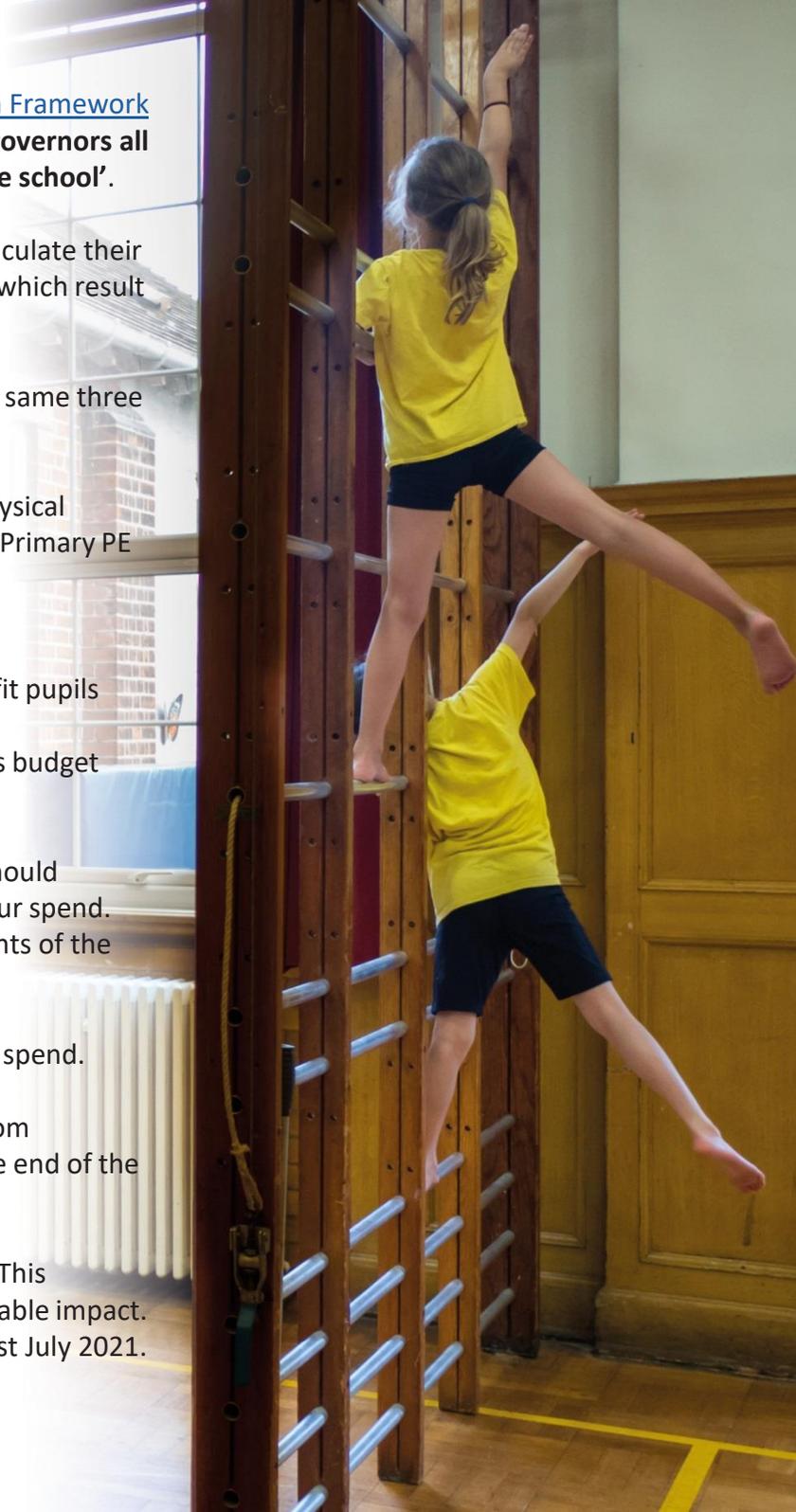
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://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, including any under-spend from 2019/2020, 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.

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"> <li>• Employed specialist PE staff to lead quality PE lessons, provide sporting activities during lunch and after-school</li> <li>• Increasing the engagement of pupils in regular physical activity in order to promote healthy, active lifestyles. We offered a broad range of sports and activities in order to promote healthy lifestyles. Our Sports Council instigated a number of ideas and improvements to our programme. We offered a broader range of sports and activities through our after school clubs and wider opportunities. 35% of our pupils took part in extra-curricular sport regularly.</li> <li>• Raising the profile of PE and Sport through active participation in virtual competitions and challenges during periods of lockdown.</li> <li>• Engaging with families at home via social media and internal communication platforms.</li> <li>• Purchasing new equipment to deliver a range of activities e.g. tri-golf targets, hoop stands, England air volleyballs, rugby balls, footballs, tennis balls, playground balls, dodgeballs and cones.</li> <li>• Promoting a new range of activities to pupils through school sports day with the wider opening of school. Enthusiasm and engagement were increased through activities such as yoga and dance.</li> <li>• Additional training and CPD courses for staff to help them teach PE and sport more effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Return to a stable PE curriculum following the long term plan as closely as possible (after the impact of COVID-19).</li> <li>• Continue to grow inter competition to support the schools new house team re-branding.</li> <li>• Class teachers to engage with more PE CPD and training courses to help them deliver PE and school sport more effectively, particularly in the absence of the school's sports specialist.</li> <li>• Further increase participation rates at extra curriculum sports clubs, specifically targeting Pupil premium, children with SEN support and those identified as leading less active lifestyles.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

**Total amount carried forward from 2019/2020     £3336**  
**+ Total amount for this academic year 2020/2021     £17700**  
**= Total to be spent by 31st July 2021     £21036**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p> <p>Please see note above.</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	100%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	58%
<p>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?</p>	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: £		Date Updated:	
<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:
					59%
<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?:
Understand the significance and importance of sport and physical activity. To appreciate why 30 minutes of physical activity a day in school supports a healthy lifestyle.		Lunchtime and after school extra curricula sports clubs. All year groups are offered an opportunity to join after school and lunchtime sports clubs. A variety of sports are used to engage the children.		£12386	<p>Pupils appreciate sport much more, understanding what benefits physical activity can have on their lives and why it is important to engage in physical activity regularly.</p> <ul style="list-style-type: none"> <li>Teachers are provided with resources by the sports specialist and PE leader.</li> <li>Team team and PE CPD with classroom teachers who are non-specialist PE teachers.</li> <li>Older children are utilised as lunchtime sports leaders to deliver activities to younger children (where COVID guidelines permit).</li> </ul>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					19 %
<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:
Children should value competition, challenge, teamwork and engagement in a broad range of sports throughout the school.	<ul style="list-style-type: none"> <li>• Team house challenges where children from all year groups engage in PE and sport to win points for their house team.</li> <li>• Weekly sports challenges for children to try at home and school.</li> <li>• Regular updates about PE and sport throughout the school disseminated via online school community platform.</li> </ul>	£4000	<ul style="list-style-type: none"> <li>• Children are now enthusiastic about challenge, teamwork, competition and engagement in sport. Creating team competition and highlighting that every individuals can have a positive impact on their house teams score creates a positive sporting community within the school.</li> <li>• Parents are also involved in the process due to the online community platform the school utilises.</li> </ul>	<ul style="list-style-type: none"> <li>• New house profiles will further increase the children’s enthusiasm to sport and competition. A new rebrand of the house profiles will create excitement within school.</li> <li>• “Beat the teacher” sports challenges will also be introduced, where those children who challenge the teacher can earn additional points for their house teams.</li> <li>• Due to COVID restrictions easing, the school will also seek to invite a wider range of guests into to deliver activities onsite, including dance and gymnastics providers.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				8%
<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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Improve the standard of PE and sport provision the school provides to pupils. Increase engagement with external organisations and individuals to create a stronger network of PE and sport within the school.	Regular local school games organiser engagement, including meetings held in school with the SGO, subject leader and Headteacher. Cluster meetings with Ashton cluster schools to organise local sports competitions and networking within the local area.	£500 CPD release £1250- PE initiative	Relationship between SGO and school is extremely strong. Regular communication and engagement has resulted in a positive relationship where both the school and SGO work together to continue to progress PE and school sport.  External sports organisation's and individual sporting guests are keen to return to the school to provide additional sports sessions above and beyond what the PE curriculum already offers.	Conitnue to maintain positive relationships with external organisations and sporting bodies, including the SGO. Continue to have regular meetings with the SGO to discuss ways in which the school can further increase participation and satisfaction within PE.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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:
Additional achievements: Introduce a broader selection of sports and activities to children, particularly after the impact of COVID-19.	Introduce new sports and activities to children at lunchtimes, afterschool and within the PE curriculum. New sports to include volleyball, lacrosse and Tchoukball (where equipment allows).	£500 for new equipment £2000-PE scheme	This will be an ongoing target at the school, to introduce new sports and activities during lunchtime and after school clubs as well as during curriculum time. We want children to experience a broad range of sports which other primary schools may not offer. This will also increase participation in sport and activity.	Continue to invest in new equipment and build an extra-curricular strategy which improves the PE and school sport provision. Invest in a PE teaching framework promoted by Lancashire Country Council.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
Increase the amount of children who participate in competitive sport, both children who are regularly involved in sport outside of school and those who are not.	Once the return of competitive school games events returns, the school will enter these competitions through the school games organiser. Increase the amount of competitive events held in school curriculum time. Using the new house teams, implement competition within PE lessons throughout the school to promote competitive sport.	Transport costs-£400	The introduction of new house teams by SLT, with a more even spread of children of mixed abilities. The importance of competition highlighted to children. Children have been encouraged to accept both victory and defeat gracefully. Competition is encouraged both at lunchtime and after school clubs, where children should work together as a team to try and be successful.	Continue to encourage competition in PE curriculum. Help children to manage the disappointment of defeat and promote further sporting values such as teamwork, encouragement, good communication, friendship and respect.

Signed off by	
Head Teacher:	J.Jones
Date:	18.10.2021
Subject Leader:	A.Hodgkinson
Date:	21/07/2021
Governor:	M Taylor
Date:	