

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:

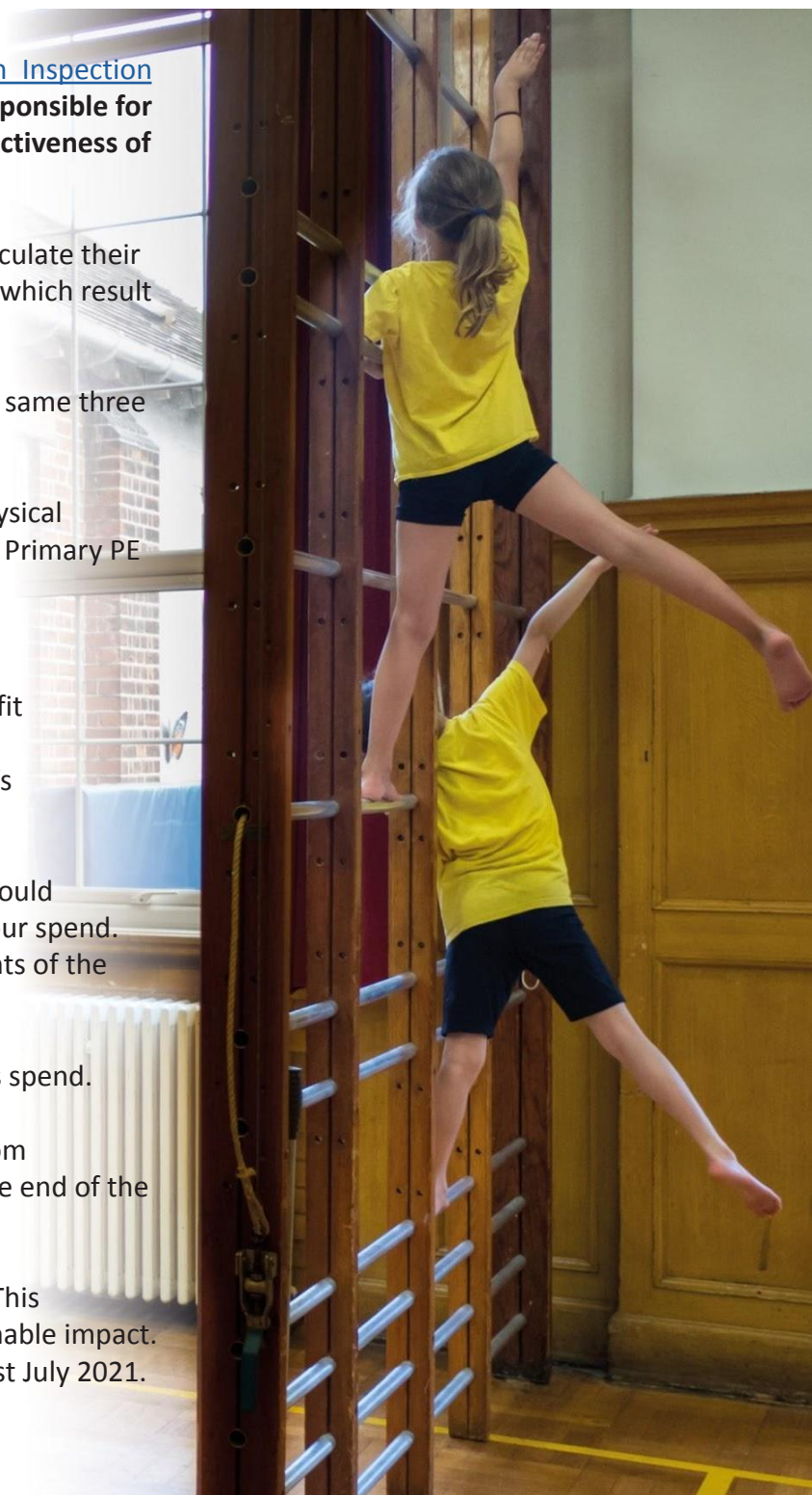
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](#) 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 **31st 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](#).



| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
|---|--|
| <p>Despite third lockdown</p> <ul style="list-style-type: none"> ● Staff gained greater subject knowledge as a result of working alongside a specialist. ● Children benefited from consistently good and expert teaching. ● When in school and during lockdown pupils benefited from the use of more equipment purchased. ● Pupils took part enthusiastically in virtual sports activities & challenges | <ul style="list-style-type: none"> ● Reintroducing after school clubs after the pandemic. ● Organise additional booster lessons for swimming to address missed sessions during the pandemic. ● Introduce a new planning scheme to ensure progression and continuity and identify end points ● Introduce half-termly assessments to track pupils progress and target support and challenge. |

| | |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety. | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 33% |
| <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> | 8% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 72% |
| 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? | |

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: £ | Date Updated: | | |
|--|---|---------------|--|--|
| Key indicator 1: 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: |
| | | | | % |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> | <i>Sustainability and suggested next steps:</i> |
| Increase the number of pupils who are active for at least 30 minutes per day. | Playground equipment purchased to increase activity levels at break and lunch times | £1500 | Impact: More children are more active, more often at lunchtimes. Evidence: Staff observations and feedback | Continue to develop playground provision to increase opportunities for even more children using pupil voice to inform key interests and suggestions. |

| 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 | |
| For children and staff to be aware of the PESSPA and the opportunities provided. | As identified in priorities and spending in the other 4 indicators. | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--|--|--|
| | | | | % |
| Intent | Implementation | Impact | | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| <p>Improve competence and raise confidence of staff teaching curriculum PE.</p> <p>Pupils are more engaged and enjoy PE lessons.</p> | <p>Edsential Curriculum Support Programme: All school staff to receive 6 weeks of CPD on a chosen area of PE</p> | <p>Edsential SLA £7000</p> | <p>Impact: Staff gained greater knowledge as a result of working alongside specialist</p> <p>Evidence: CPD Impact Reports</p> | <p>Continue with rolling programme of professional development in areas identified by class teachers in conjunction with subject leader.</p> |
| <p>Subject Leader to stay up to date with local and national developments within area.</p> <p>Children will become more active by attending clubs.</p> <p>Impact on all other areas including increased participation, improved teaching and learning and effective use of PE funding.</p> | <p>Edsential Subject Leader Support Programme: Termly meeting to support PE Subject Leader Ongoing advice and guidance Analysis of participation Learning Walks and Observations</p> | <p>£675</p> <p>£2000 Subject Leader release time</p> | <p>Impact: Subject Leader has been able to design and develop a new curriculum for the subject and embed a scheme of work to support all staff teaching PE.</p> <p>Evidence: Evident through improvements made and evidenced in other areas.</p> | <p>Support for Subject Leader to continue with focus on overiewing new curriculum, increasing opportunities for extra curricular and competitive engagement.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|--|--|---------------------------|---|---|
| | | | | % |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i> | <i>Sustainability and suggested next steps:</i> |
| To increase the number of children who take part in sport and physical activity inside and outside of school hours (life-long love of being active). | Range of 'new' after school and breakfast activities offered to all pupils for free. | £1800 | Impact: Increase in the number of different pupils attending at least 1 x after school club throughout the year Evidence: Club registers | Use pupil voice information and registers of attendance to plan the more effective provision for 22/23. |
| | Equipment purchased: Increase the amount of equipment available for curriculum and extra curriculum activities. | £2000 | Impact: More active lessons and a wider range of after school activities available. Evidence: registers show increase in club participation. Learning walks have shown more active lessons taking place. | Continue to evaluate and update equipment in line with new curriculum delivery and developing extra curricular programme. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|---------------------------|--|--|
| | | | | % |
| Intent | Implementation | | Impact | |
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| Increase the number of pupils accessing competitions (Target of 50% by June 2023) | Access to Edsential 'Competitions for All' Programme: Weekly competitions programme aimed at engaging all children with competitive sport plus other organised events | £2000 Transport costs | Impact: More children have been able to participate in local competitions than in previous years. Evidence: Record of attendance at events | Continue to focus on getting as many pupils taking part in competitions in 22/23 |
| Increase the number of pupils achieving National Curriculum standards in School Swimming | Top Up sessions in Year 6 for pupils who haven't yet achieved. | £3145 | Impact: More children developed water confidence. A greater number of children met the National curriculum requirements for swimming and water safety. Swim competently 25 metres - 33% Perform safe self rescue – 72% Evidence: Swim data reports | Assess data in 22/23 and plan top up sessions for pupils as appropriate. |