

# 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 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:
<p><i>In 2018-2019 65% of KS1 attended extra-curricular clubs at school.</i></p> <p><i>In 2018-2019 82% of KS2 attended extra-curricular clubs at school.</i></p> <p><i>July 2019 data showed that 100% of pupils chose to be physically active at lunchtimes across a typical week. By July 2020 we predict that we can maintain this high level of uptake.</i></p> <p><i>In 2018/19 30% of pupils took part in a PE and School Sport based assembly.</i></p> <p><i>July 2019 showed that 75% of teachers were confident in teaching all areas of PE.</i></p> <p><i>Pupil attainment data from July 2019 showed that 86% of all pupils are achieving ARE.</i></p> <p><i>In 2018/19, 25% of KS1 competed in a level 2 competition</i></p>	<p><i>Through the addition of new clubs we predict that by July 2021, 70% of KS1 will be attending extra-curricular sports clubs</i></p> <p><i>Through the addition of new clubs we predict that by July 2021 85% of KS2 will be attending extra-curricular sports clubs.</i></p> <p><i>By July 2021 we predict that we can maintain this high level of uptake at lunchtime</i></p> <p><i>By July 2021 we are going to challenge all pupils to achieve an average of 60 minutes a day 7 days a week.</i></p> <p><i>Through the addition of the 'champions' book, we predict that by July 2021, 100% of pupils will have been celebrated in our assemblies.</i></p> <p><i>We predict that by July 2021, 100% of staff we feel confident in teaching all areas of the curriculum.</i></p> <p><i>We predict that by July 2021, 90% of all pupils will be achieving ARE. This is because we will be assessing physical, cognitive, social and emotional learning, aiming for Mastery learning to take</i></p> <p><i>By July 2021 we predict that 50% of KS1 will take part in a level 2 competition.</i></p> <p><i>By July 2021 through the addition of new competitions we predict that 60% of KS2 will compete in a level 2 competition.</i></p>

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

YES/NO \* Delete as applicable

**If YES you must complete the following section**

**If NO, the following section is not applicable to you**

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 March 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>	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Key Indicator 1 -The engagement of <u>all</u> pupils in regular physical activity</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Carry over funding allocated:</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>For all children to be physically active for 30 minutes a day. Playleaders to be reintroduced for chn to take part in activities during lunchtime. Midday supervisors to over see the</p>

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? <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.	N/A%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A %
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?	Yes/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.

Academic Year: 2020/21		Total fund allocated: £	Date Updated:	
<p><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</p>				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:
<ul style="list-style-type: none"> <li>Provide a range of activities - implementation of new extra-curricular timetable. Increase the number of clubs for children.</li> <li>Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by MDS's and year 6 playleaders.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing the range of clubs provided; Last year –Gymnastics, Dance, Netball. This year we will also introduce Active Club, multi skills, &amp; Football.</li> <li>Working and liaising with more providers and sports clubs</li> <li>Pupil needs/interests (Pupil Voice) – pupil questionnaires to be monitored by new Sports Captains</li> <li>Year 6 sports leaders and MDS trained in Playground Games.</li> <li>Create activity schedule so playleaders are able to maximise physical activity at lunchtime and be closely monitored by MDS team.</li> </ul> <p>Equipment and resources to be bought for facilitation of activity with playleaders and independent active play</p>		<p>In 2017-2018 50% of KS1 attended extra-curricular clubs at school. Through the addition of new clubs July 2019 data, showed that 65% of KS1 attended extra-curricular sports clubs</p> <p>In 2017-2018 75% of KS2 attended extra-curricular clubs at school. (In 2017/2018 uptake was low due to a small number of clubs on offer)</p> <p>Through the addition of new clubs July 2019 data, showed that 80% of KS2 attended extra-curricular sports clubs.</p> <p>July 2019 data showed that 100% of children were choosing to be physically active across a typical week at lunchtime on the back of new equipment and the playleaders active play activities.</p> <ul style="list-style-type: none"> <li>Activity schedule for lunchtimes</li> <li>MDS to monitor PA levels at Lunchtime</li> <li>School Games Mark Bronze</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p>	<p>Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending.</p> <p>Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend</p> <p>PP funding and free places given where applicable to support families who need extra - help accessing these clubs</p> <p>Lunchtime activity facilitated by year 6 leaders and MDS so the provision is in house.</p> <p>Now they are trained, MDS to continue to provide the training to the next cohort of year 6 playleaders to allow for suitability.</p>

			<ul style="list-style-type: none"> <li>• Pupils are more active in PE lessons - take part without stopping to rest.</li> <li>• Standards achieved in PE NC are improving with over 86% achieving end. of KS attainment target (ARE)</li> <li>• Attitudes to learning improved - better concentration in lessons. SAT results improved - see data.</li> </ul>	
<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:
				%
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:
<ul style="list-style-type: none"> <li>• Introduce PE and School sport to Celebration assembly every term to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</li> </ul> <p>Teacher and pupil surveys to inform P.E lead to help improve the impact P.E is having across the school.</p>	<ul style="list-style-type: none"> <li>• Achievements in PE and School sport to be celebrated in assembly (match results + notable achievements in lessons from the book.) Different classes to showcase PE learning (EG Dance/Gymnastics performance).</li> </ul> <p>Lunchtime fitness activities for all pupils to help with behaviour in the playground</p>		<p>In 2018/19 30% of pupils took part in a PE and School Sport based assembly. By July 2019, this will increase to 50% of all pupils.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• 100% of Pupils feel proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem – see pupil voice</li> <li>• Standards achieved in PE NC are improving with over 85% achieving end. of KS attainment target (ARE)</li> </ul>	Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.

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:
<ul style="list-style-type: none"> <li>To ensure all children are participating in two hours a week of high quality PE the Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers.</li> <li>Additional courses/CPD programs for other areas of the curriculum and NQT support</li> <li>Specialist PE training for pupils in the specialist provision unit.</li> <li>Update and replenish PE equipment to enable high quality teaching and learning to take place.</li> </ul> <p>Updated interactive PE curriculum will be implemented and introduced to continue to improve the overall delivery and consistency of the PE provision.</p>	<ul style="list-style-type: none"> <li>Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. Support for PE leader included. This is through LBB.</li> <li>NQT training</li> <li>High quality PE lessons delivered by Welling's PE specialists provide extra CPD for teachers supporting the pupils in the specialist provision unit.</li> <li>Quality and quantity of resources for lessons purchased to allow for outstanding physical education and pupil attainment.</li> <li>Purchase updated interactive version of the SOW to allow for consistency and staff CPD to continue beyond the funding</li> <li>Staff Dance CPD</li> </ul>	<p>£60</p> <p>£5000</p> <p>£150</p> <p>£150</p>	<p>As a result of a bespoke CPD (LBB support and Welling program), staff insets, courses, interactive SOW and updating equipment we expect to see significant impact:</p> <p>Staff Confidence in February 2019 showed that 30% of teachers were confident in teaching all areas of PE.</p> <p>July 2019 showed that 75% of staff we feel confident in teaching all areas of the curriculum.</p> <p>Spring term 2018 Lesson observation data showed that 60% of lessons were good or better. July 2019 data showed that all teachers who had been trained were delivering good or better lessons.</p> <p>Pupil voice data in February 2018 showed that 95% of pupils felt that PE is always fun. July 2019 data showed this was maintained.</p> <p>Pupil attainment data as yet has only been recorded using target tracker – this does not correlate to Physical Education as a true reflection of learning. By using Complete PE's assessment system which links directly to learning within units, July 2019 data showed that 86% of all pupils achieved ARE.</p> <p>25% of the pupils in our specialist unit are achieving expected level of progress Based on B squared assessment.</p>	<p>Staff will all be confident and delivering good or better PE lessons. Continued CPD can come from sharing good practice in school and working with other schools.</p> <p>Interactive SOW includes over 5000 videos showing outcomes of learning. These videos linked to lessons provides continued CPD beyond the SSP funding.</p>

			<b>WIDER IMPACT AS A RESULT OF ABOVE</b> <ul style="list-style-type: none"> <li>Standards achieved in PE NC are improving with over 86% achieving end. of KS attainment target (ARE)</li> </ul>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: %
<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:
<ul style="list-style-type: none"> <li>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</li> </ul> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<ul style="list-style-type: none"> <li>Sports on offer – curriculum time to engage all pupils –</li> <li>Extra curricular – Dodgeball, Netball, Football and Multi Skills</li> <li>Arrange a pupil survey to ascertain what pupils would like.</li> </ul> <p>Involve external coaches to work with staff in P.E lessons.</p>		<ul style="list-style-type: none"> <li>Yoga and dodgeball to engage pupils who don't normally access physical activity.</li> <li>More staff involved in extra- curricular activities and some teachers feel more confident teaching new activities.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons</li> <li>Very few instances of pupils not bringing kit to school and as a result progress and achievement in curriculum PE is good (85% of KS1 and KS2 achieve ARE)</li> </ul> <p>95% of pupils say they enjoy PE and Sport and want to get involved in more activities</p>	<p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>The school is no longer dependent on 'experts' coming in to teach PE and Sport as staffs are more confident and keen.</p> <p>Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending.</p> <p>Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend</p> <p>PP funding and free places given where applicable to support families who need extra - help accessing these clubs</p>

--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>• Increase the number of pupils participating in an increased range of competitive opportunities as well as success in competitions</li> <li>• Ensure provision of competitions covers level 1 and level 2</li> </ul> <p>Ensure competition is accessible to all pupils in all Key stages</p>	<ul style="list-style-type: none"> <li>• Implement an effective house system for engaging in competition in school time.</li> <li>• Organise Level 2 competition for both KS1 and KS2 Team fixtures/friendly competitions and School Games competitions, plus competition through LBB support package as above. This will also Improve links with other schools at the same time providing excellent competition opportunities for children in all year groups.</li> </ul> <p>Games mark Bronze achieved</p>	<p>Cost of SOW as noted above</p>	<p>In 2017/2018, 100% of children KS2 competed in 1 level 1 competition. 100% of KS1 competed in 1 level 1 competition. By July 2019 this was maintained.</p> <p>By July 2019, Through LBB competitions 25% of KS1 took part in a level 2 competition.</p> <p>By July 2019, Through Football competitions 4% of KS2 took part in a level 2 competition.</p> <ul style="list-style-type: none"> <li>• Schools own data / registers of teams</li> <li>• Calendar of events / fixture lists</li> <li>• School Games Mark – Bronze</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b> □</p> <ul style="list-style-type: none"> <li>• Improved standards in invasion games in curriculum time (86% of KS1 and KS2 achieve ARE)</li> <li>• Better integration of pupils from minority ethnic backgrounds and parents also showing more interest in PE and sports.</li> </ul>	<p>Competition will be imbedded as a normal element of learning at level 1 stage through continued access to house competitions in class/lesson time. (SOW).</p> <p>Access to level 2 (school Games competitions is possible if parents/carers can transport pupils or use public transport</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	