

# 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](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 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](#).

Created by:



Supported by:



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.

<b>Key achievements to date until July 2020:</b>	<b>Areas for further improvement and baseline evidence of need:</b>
<ul style="list-style-type: none"> <li>• <b>Primary PE Passport for lessons to ensure sequence of progression</b></li> <li>• <b>Range of extra-curricular clubs on offer to pupils with greater attendance</b></li> <li>• <b>Target lunch sessions</b></li> <li>• <b>Football Competition with local club</b></li> <li>• <b>Freddy Fit and Sport Squad</b></li> <li>• <b>Playground leader training</b></li> <li>• <b>School Games inter-house competitions</b></li> <li>• <b>Lockdown Home Support; online ballet, physical activity ideas</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Coaching and Curriculum; bring Dream Big Sport on-board to deliver PE curriculum and facilitate extra-curricular clubs.</b></li> <li>• <b>Within guidelines; promote activity and games at play and lunch. Training for staff and leadership opportunities for pupils.</b></li> <li>• <b>Active learning (moki bands, active lesson as part of lesson criteria, to be introduced next year when covid secure)</b></li> <li>• <b>How to support pupils and families during bubble and school closures: PE link to website with videos/activities. Online clubs e.g. yoga zoom. Activities available through school website.</b></li> <li>• <b>Develop KS2 Playground</b></li> </ul>

## Summary of achievements to date Sept 2020 – January 2021

- Mr Shenton new coach delivering PE lessons. (Lesson observation due Spring 1/2 with Dream Big Sport Manager). Mr Shenton has made a positive impact, very much part of the school team and has established himself as PE teacher with pupils. He follows the behaviour policy of the school and behaviour during PE lessons is good.
- Aut 1: Playground leader training for KS2 pupils (bubble leaders)
- Aut 1: Lunchtime Supervisor Training (another session to be led by Dream Big Sport Manager. Theory and practical sessions. Looking at activities and behaviour).
- KS2 booster interventions with Mr Shenton (Aut 1 continuing into Spring term). Feedback see below
- 'Dreamer of the Week' Certificates to celebrate School Games Values
- Weekly Personal Challenge (when school returns) uploaded to blog for all children
- Bubble Closures: Mr Shenton has provided PE video lessons children can access when their bubble has closed. Dream Big Sports have also provided a weekly timetable of activities.
- School Closure: weekly lessons for each key stage for duration of lockdown
- Promoting physical activity within school day: 5 a day videos
- Extra-Curricular bubble clubs (Spring Term)

## KS1 Intervention Feedback Aut 1 –

Miss Shaw: My children love the sessions! We have been choosing two children to go alongside them each week and Ryan has been using the extra children as WAGOLLS for good behaviour and how to be a good friend. He has also been showing them games to play to increase their friendships. Over all it has had an impact. Sometimes it isnt great at lunchtime still but thats because of the lunch ladies and their support.

Miss Hassel: it's really helped settle my new starters. Helped them build really strong bonds with Ryan. Parents with ADHD children in my class liked the fact it was burning off that excess energy for them.

Miss Rogan: My class love it!! They get a 'YESSS' whenever they see Ryan at the door. I told all parents at parents evening and they were very pleased that their children had been picked. It is hard to say whether there has been an impact on their social skills as this year has been so disrupted, however I do think they are having a positive effect overall.

**Mr James: Two of the children in my group have quite irregular attendance so there has not been much change for them. For R (EHCP) it has helped him to make a strong bond with his seating partner, this is something that has increased the size of his friendship group and has helped the two of them when working together during lessons.**

**Mrs James: My children enjoyed going out with Ryan for intervention. I found that it was very good for children who were struggling with social interactions on returning to school after lockdown. They learned strategies that they could use to play with other children and practised taking turns.**

**Mr Shenton: My feedback from the interventions would be nothing but good things, I really feel like the children engaged in our topic which was focused around friendships and how to be a good friend. The children involved really took to this subject and even from slight observations in the playground I could see it was having a big impact on those involved.**

**Riley in year 5 - " I feel since coming out I know how to behave better around friends"**

**Jon Paul in year 5/6 - " I work better with people now I know what I need to do"**

**Arlo year 5/6 - " I am more chilled out when playing with friends because I know how to be a good friend to somebody now"**

Did you carry forward an underspend from 2019-20 academic year into the current academic year? 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>	
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.  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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £18070		<b>Date Updated:</b>	
<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:
					%
<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?:	
<b>Children active for at least 30 minutes whilst at school</b>	<ul style="list-style-type: none"> <li>• playground training for staff and pupils</li> <li>• personal best challenges</li> <li>• bubble equipment</li> <li>• playground game idea boxes for staff and pupils</li> <li>• developing KS2 playground; <b>outdoor gym/trim trail</b></li> </ul>		£1040 Trafford Sports Partnership £124 Display Boards for playground		
<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:
					%
<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?:	

--	--	--	--	--

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</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:
<b>Staff more confident in delivering aspects of PE curriculum (audit)</b>	<ul style="list-style-type: none"> <li>• Termly opportunities to observe and team teach with Mr Shenton</li> </ul>	n/a Dream Big Sports		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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:

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:

Signed off by	
Head Teacher:	C McCoy
Date:	18.1.2021
Subject Leader:	Lindsay Mcilhinney
Date:	18.1.2021
Governor:	
Date:	