

# 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>School Games Silver Award achieved.                      Active 30 continues to be embedded in school.                      Opportunities to attend School Sports competitions increased although some competition were cancelled due to Covid.</p>	<p>Progression and consistency in PE teaching to be developed across the school.                      Active 30 initiatives to continue to be developed across the school.                      Develop intra school competitions.</p>

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

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: £5412</b>	<b>Date Updated: March 2021</b>		
What Key indicator(s) are you going to focus on? <b>Key Indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				<b>Total Carry Over Funding: £5412</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>Improve the quality of PE lessons so that all children are active and accessing high quality PE lessons with progression in a range of sports and activities evident throughout school.</p> <p>Complete PE curriculum implemented to continue to improve the overall delivery and consistency of the PE provision.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Specialist Sports Coach to lead PE lessons. Physical Fridays to be implemented in school. Quality of teaching and learning in PE will be developed through staff CPD for all class teachers. High quality PE lessons delivered.</p> <p>Update purchased to allow high quality teaching to continue.</p>	<p>Carry over funding allocated:</p> <p>£5000</p> <p>£265</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>Staff are more focussed on PE skills in lessons. Progression in curriculum across the school evident. New areas of the curriculum now being taught. Teachers more confident teaching a range of sports.</p> <p>Staff are kept up to date with the curriculum. Consistency and progression in PE teaching.</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>Continue with Physical Fridays next year. Continue with the implementation of new PE scheme.</p> <p>Continue to update so that PE teaching is up to date with new initiatives.</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 2020.	56%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	56%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	56%
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 funded by Public Health

## 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: £18000		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:
					34.5%
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:
Develop provision for physical activity by providing playtime and lunchtime activities facilitated by bubble Sport Leaders.	Purchase resources required for playtime activities. Training for new school sport leaders. Purchase resources for independent active play.		£2000	Pupils have active playtimes. They are engaged in playing different games and activities. Resources are readily available for use at playtimes.	Train more children in leadership skills next year.
Implement further after school sports clubs offering a wider range of activities.	Introduce clubs to target less active after Covid. Offer more clubs to different key stages.		£2000	Children are active after school and engaging in different activities.	Continue to implement new clubs.
School Sports Week - encourage intra school competition.	At the end of summer term, an event organised by Sport Leaders, and intra school competition and new activities to try.		£2000	Children were engaged and experienced a range of different sports. Extra physical every day in Sports Week.	Make Sports Week a yearly event to encourage interest in different activities.
Encourage daily activity opportunities for active 30	Jumpstart Jonny subscription		£217	Children have opportunities to be physically active in a fun and	Children know how to complete routines and can

Created by:



Supported by:



			engaging way.	complete independently.
<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:
				22%
<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:
Introduce wider curriculum opportunities for Physical Activity and Physical Education. Offer more opportunities for active 30.	Purchase Cross-Curricular Orienteering scheme. Scheme set up in school and Staff CPD to embed the scheme.	£2000	Map reading skills have been improved. Teachers have more ideas for cross curricular orienteering activities. Children have experienced different ways to be physically active.	Continue to use the scheme and improve orienteering skills. Purchase the KS1 scheme.
Add to school PE resources so that high quality PE lessons can be delivered	Purchase a range of new equipment to deliver the curriculum	£2000	High quality resources are available to support PE teaching. Children are engaged in lessons.	Keep resources up to date and ensure they are used regularly.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
Teachers upskilled in delivering a wide range of sports and increased capability in demonstrating skills.	Sport Coach employed to deliver PE alongside teachers.	Allocated in overspend category.	Teachers are more motivated and confident in teaching PE.	Keep up to date with CPD opportunities.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
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:
Additional achievements: Children experience a wide range of sports.	Skipping School  Hoopstarz Day	£2500	Children enjoyed developing their skills in skipping and hula hooping. These have been carried over into playtimes and lunchtimes.	Ensure resources are available on playtimes.
Increase percentage of children who can swim 25 metres.	Top Up Swimming	£0	Funded by Public Health. More children able to swim 25M.	Target non swimmers initially in year 6 to catch up from this year.



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:
Making children proud to represent the school.	Kits for children to wear	£1000	Children are proud to represent the school.	Use in sports competitions.
Regular entry to sports competitions	Darlington SSP SLA	£1230	Children entered Santa Run, virtual events and followed a dance programme.	Continue to enter more events next year.
	Transport Costs	£0	No competitions were allowed.	
		Total amount - £20,212 To be carried forward - £3200		

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

Governor:	
Date:	