

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department  
for Education

Created by



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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 2020/2021 Tax Year	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Increased activity at break times with a wider variety of equipment on offer.</li> <li>• Wider variety of sports available to all pupils</li> <li>• Improved storage and accessibility of resources</li> <li>• Broadened variety of sports available through purchasing of new equipment and storage.</li> <li>• To continue to provide quality PE sessions during National Lockdown for those pupils still attending school and signposting and sharing activities for pupils (and families) to complete at home.</li> <li>• High percentages of Y6 pupils leaving school able to swim.</li> </ul>	<ul style="list-style-type: none"> <li>• Further improve resources available for break times to continue to improve activity and broaden interests, with a focus on improving core stability and fundamental skills.</li> <li>• To improve playground markings to increase activity levels, using underspend from 20/21 tax year.</li> <li>• To have children more active over the school day, through lessons and break times.</li> <li>• Support lunchtime staff training of playground leaders to ensure more children are being active more often and partake in lunchtime activities.</li> <li>• Increase pupil voice.</li> <li>• Continue to ensure vast majority of all Year 6 pupils leave school being able to swim 25m confidently in a range of swimming strokes.</li> <li>• Update activity boxes to increase pupil activity at break times.</li> <li>• Offer activity packs for children to borrow to use at home.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? No underspend carried forward from tax year 2019/20.

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.	87.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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, swimming has not taken place due to Covid-19 restrictions since Spring term 2020.

## 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>Tax Year:</b> 2020/21	<b>Total fund allocated:</b> £16523 (underspend of £4842.33 carried forward into 21/22 tax year, so total spent is <b>£11680.67</b> for 2020/2021 tax year)	<b>Date Updated:</b> July 2021		
<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 spent: 31.81%
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 activity and engagement of children at lunchtimes.	To supply equipment to support increase in activity, check resources that are needed and wanted by pupils.	£200 (accounted for in Key indicator 4)	Children becoming more active and engaged during lunchtimes. More space due to separate lunchtime bubbles has enabled different ages to engage in different activity.	Identify less active children, increase range of resources available. Playground markings to support increasing activity of children.
Midday supervisors to engage pupils in activity during lunch break.	Midday supervisor to support children to be more active during lunch through games/sports/events.	<b>£3715</b>	More competitive sports is taking place in UKS2 especially with Midday Supervisor supporting game play and supporting less active pupils.	More active lunchtimes taking place in UKS2, now to focus on younger pupils to ensure more activity is taking place, through using Sports Leaders and Midday Supervisors to run events and support games.



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total spent:
				14.20%
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:
To increase activity of all children in school.	Increase opportunity for children to be active throughout the day through purchasing of equipment, use of interactive websites such as Gonoodle and utilising staff to encourage activity at lunch and break times.	£200 (accounted for in Key indicator 4)	Use of staff at lunchtimes to encourage more activity through leading and supporting games.  Purchasing more equipment to ensure enough equipment available to all pupils.	Continue to utilise staff and audit resources and needs to improve next year. Focus on resources to support core stability and fundamental skills.
To ensure children have the opportunity to take part in new sports.	Increase range of sports on offer at Dove Holes CE Primary School through purchasing kurling and boccia sets.	£500 (accounted for in Key indicator 4)	Equipment purchased, new sports available to all pupils.	Events to encourage pupils to use new equipment to take place next year through Midday Supervisors and Sports Leaders.
To ensure children have the opportunity to take part in competitive sports, both through inter and intra events and opportunities.	Through involvement with HPSSP we are invited to take part in a number of inter school events (which due to Covid-19 have all been virtual events this year). Offer events within school. Sports day intra school event to compete for our Dove Holes Trophy	<b>£1659</b>	High numbers of children taken part in inter school events led by HPSSP. Sports Day scheduled to take place. Events at lunchtimes taken place within UKS2.	Focus on Class 1 and 2 to ensure events taking place regularly. Continue to take part in HPSSP and their events next academic year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total spent:
				34.67%
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:
To improve confidence and skills of staff to teach PE through observing and assessing PE sessions taught by highly skilled coaches.  Improve fitness and confidence levels of pupils after long periods of inactivity during National Lockdowns.	To have 2 coaching sessions per week to support pupils and staff in delivering quality sessions.  Specialist coaching to work alongside identified groups to improve fitness, confidence and team skills.	<b>£4049.61</b>	Staff involved in parts of sessions, planning checked regularly, saved on school network and discussed with coach if required. Increased confidence of staff expressed during staff discussions.	Coaching staff to continue to support staff and improve fitness levels of pupils through possible use of staff during lunchtimes to facilitate more skills to be practiced and taught.
To improve knowledge and confidence of school staff in delivering lessons through CPD facilitated by HPSSP.	Subscribe to HPSSP and attend relevant training.	£1659 (accounted for in Key indicator 2)	Staff attended training regarding tennis, fundamentals and preparation for Ofsted.	Staff discussions regarding provision we currently have, how to improve and how best to support pupils moving forward through focus on skills and new equipment, with a focus on improving core stability.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total spent:
				19.32%
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:  To broaden the range of sports on offer at our school – for all ages and abilities.	Purchasing of equipment to support pupils in gaining new experiences and availability of different sports.	<b>£1712.76</b>	Resources now available: Netball posts, tennis equipment, Boccia kits, rugby balls, indoor Kurling sets and other outdoor equipment. Increased range of sports available and number of current equipment increased to ensure enough for groups and paired sessions.	Inventory of current equipment to assess needs. Replace equipment when needed, purchase new equipment to continue to broaden range offered and extend supplies of current stock.
To purchase I pads to allow assessments and recording of sessions and sports events.	2 I pads and cases purchased and begun to use within sessions to record good practice and share	<b>£544.30</b>	Recording and sharing of good practice, share with parents on Seesaw and through school social media accounts.	Continue and use more widely across school. Purchase ore I pads possibly to support this.



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:
To take part in competitive events virtually to ensure competition is still taking place although schools cannot meet in person due to Covid-19 restrictions.	Subscribe to HPSSP and attend relevant training.	£1659 (accounted for in Key indicator 2)	We have taken part in numerous event over the academic year, competitively against other schools and have regularly won medals after placing in the top three. Children have been active and engaged.	Continue to compete against other schools, improving fitness and range of events taking part in. We haven't competed against as many school in as many events due to Covid-19 restrictions. We aim to increase this next year, with restrictions hopefully reduced and events taking part more frequently and face-to-face to improve communications and skills levels.

Signed off by	
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Date:	02/07/2021
Subject Leader:	C. Walsh
Date:	02/07/2021
Governor:	
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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