

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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 2020** 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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need September 2020:
<ul style="list-style-type: none"> <li>Improved fitness levels from 2017 to 2020 (pre covid)</li> <li>Greater achievement in sport competitions (regional champions in Dodgeball)</li> <li>Inclusive sports competitions attended to promote engagement of all children.</li> <li>Positive pupil voice around PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Fitness needs improving following Covid lockdown. Baseline fitness assessments to take place in term 1.</li> <li>Exposure to a variety of sports. PPA PE offer engages the children well so this needs to now reflect in the class based PE sessions.</li> <li>Swimming – picking up the children that only had half a year of swimming last year and organise a long-term strategy to improve this.</li> <li>Return to competitive competitions when ready.</li> </ul>

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? <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.	32%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	32%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Evidence sent back from pool states that 14 children made stage 5. This contains some self-rescue elements.
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 We took 4 children regarded as vulnerable with poor swimming skills and ¾ managed to gain the national distance and improved confidence.

## 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> 2020/2021	<b>Total fund allocated:</b> £19380 £7028 Carry forward from 2019/2020 Actually Spent - £12668 Carry forward to next year - £13740	<b>Date Updated:</b>		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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>Funding allocated:</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</b>
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	
We want our children to be physically active during break and lunchtimes.	<p>'Bubble Bags' bought for each class to encourage activity and sport during play time.</p> <p>SMSA training to be given by sport lead to encourage active play.</p> <p>Game cards produced to allow children to self-manage their play.</p> <p>Pupil voice to be completed around how the bubble bags have worked and identify other activities they would like to see in them. (T4)</p> <p>Purchase of permanent storage for</p>	£7000	<p>Term 2 – Bubble bags introduced. Children participating with active play with the items within them.</p> <p>Term 4 – staff and pupil voice identifies the popularity of the bubble bag and the engagement of the children with active play at lunchtime.</p> <p>Term 5 – Increased engagement in physical play at breaktimes identified by staff. Pupil voice identified enjoyment of bubble bags.</p>	<p>Whilst bubble system is in place, maintain these bags. Beyond this, look at play stations with the resources put together during play times.</p> <p>Pupil voice gathered to identify activities the children would like at lunch and playtimes to inform future planning.</p>

	popular active play resources.			
We want our children to regain or improve on their pre-covid fitness levels.	<p>Lunch and breaktime activities are provided through equipment provision.</p> <p>Fitness assessments completed and reviewed termly in year 4 and 6.</p> <p>Active brain breaks, PE lessons and breaktimes used to promote children's engagement with physical exercise.</p> <p>Health and wellbeing sessions with sport lead for children not engaging in sports to gather voice around what would engage them further and to explore the benefits of exercise.</p>	<p>Costed above</p> <p>£750 (Carried forward into next academic year when Covid restrictions lifted).</p>	<p>Bubble bags introduced in term 2. Children engaging with equipment.</p> <p>Improved fitness scores from term 2 to term 6.</p> <p>Children are active for an hour a day.</p>	<p>Carry forward health and wellbeing sessions into next academic year when bubbles and covid restrictions are removed.</p>
We want to incorporate physical activity into the school day through physical movement breaks.	<p>Staff meeting time to recap types of movement breaks used by the children.</p> <p>Staff meeting time to share more movement break resources.</p>		<p>Active brain breaks completed by children throughout the day. Embedded into everyday classroom practice.</p>	<p>Explore wider range of active brain breaks to engage small number of children not fully engaging with them.</p>

			September			July		
			3-4mins	4-5mins	5+mins	3-4mins	4-5mins	5+mins
Year 6			84%	78%	68%	97%	93%	83%
			2-3mins	3-4mins	4+mins	2-3mins	3-4mins	4+mins
Year 4			70%	70%	66%	86%	76%	70%

<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	Sustainability and suggested next steps:		
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>		
All children leave FCEA being water safe and able to swim more than 15 m.	Year 5 to continue weekly swimming lessons. Coach costings.  Y6 non swimmers are provided with opportunities to become water safe and improve distance swimming through crash course swimming sessions.	£1500  £2200 (carry forward into next year)	Children unable to complete full sequence of swimming due to Covid restrictions.  Y6 booster swimming sessions unable to happen due to Covid.		Booster year 6 swimming sessions next year for children unable to swim 15m.  Introduce more robust tracking of swimming ability next year.
PE is viewed as important by children and staff and all come ready to take part.	Spare kit for children (easy to wash and dry ) provided by school to ensure that all children wear kit. No child to do PE without kit. Letter/ note to go home regarding PE kit.  PE kit provided for reception children to set expectations for changing for PE and being involved from the start of their school life.	£400  £100	Staff continue to wear PE kit to promote readiness to take part.  Spare kit provided for those children not having kit in EYFS.		Consider PE kit tops being given again mid way through school life as appropriateness of PE kit lessons as the children move through the school.

	Staff PE kit worn ( purchased for new staff)	£350		
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>
Staff with receive CPD support to raise confidence in teaching PE.	<p>CPD from sports lead.</p> <p>Staff meeting time prepared by PE lead.</p> <p>Team teaching of PE lessons with teachers and sport lead.</p> <p>CPD programme offered to teach new sports being introduced.</p> <p>Audit of staff skill set when teaching specific sports (eg. Sport participated in or coaching experience).</p>	£1000 (carry forward to next academic year)	<p>New PE skills progression introduced to staff.</p> <p>Carry forward team teaching into next academic year when bubble restrictions have been lifted.</p>	Carry forward into next academic year.



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
We want our children to be exposed to new sports during PE lessons.	<p>Pupil voice completed by children to identify sports that they want to complete.</p> <p>New equipment purchased to enable sports to take place (including provision for extracurricular sports noted below) (handball, kwik cricket, tri golf etc).</p> <p>Experience days brought into school for children to have new experiences</p>	<p>£300</p> <p>£2600</p> <p>£3000</p> <p>£1275 actual spend – carry forward remainder</p>	<p>Pupil voice completed in Term 4 to influence sports choices in new PE skills progression.</p> <p>Dance visitors promoted a new way of keeping active. Positive pupil voice around dance as a form of exercise as a result.</p>	<p>Incorporate a dance unit within our PE curriculum next year.</p> <p>Organise dance afterschool club.</p>
Expand the opportunities for physical activity for children in EYFS.	New bikes purchased for EYFS. Children will have the opportunity to learn the skills needed for active travel to school. New two wheeled bikes will be introduced into the provision as well as a broader variety of trikes and scooters to further develop the children's skills.	£1000	New 2 wheeled bikes and balance bikes purchased and begun to be used.	Monitor impact of new bikes next academic year. EYFS team to identify the number of children who can cycle on the 2 wheeled bikes by the end of the year.

	New sports equipment such as basketball nets, pop up tennis nets etc.	£300	Appropriate provision now available for children.  Improved engagement with tennis activities within provision.	
We want our teachers to be confident in teaching new sports.	Sports lead to devise sequences of learning for new sports opportunities.  1:1 CPD sessions between sports leader and teaching staff to upskill ready to follow new sequences.	£800 (carry forward for 1:1 CPD sessions)	New sequence of learning devised and shared with staff on staff meeting time by sports lead in Term 6.  Skills progression now progressive across the school. Impact to be reviewed next year when it has been embedded across the school.	Review impact of new skills progression.
We want our children to be able to attend a range of extra-curricular activities when Covid restrictions allow.	Sports lead to use pupil voice to gather information around the types of sports clubs the children would like offered.  Sports lead to explore options within the staff body and outside agencies that could be used when Covid restrictions allow.  T3 update – Sport lead to explore virtual sports clubs opportunities due to not being able to complete action due to ongoing covid.		Pupil voice used to identify new sports to give taster sessions of.  Dance club explored and put forward as an idea for next academic year (space permitting)	Offer wider variety of extra curriculum activities to children in the next academic year to make up for missed opportunities caused by Covid.

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:
We want children to have the opportunity to explore a range of supports at competitive level when Covid restrictions allow.	<p>New sports lead to make contact with CLF sports hub to keep updated with when competitions are likely to return.</p> <p>Children to attend competitions when restrictions allow.</p> <p>Provide cover to enable staff to take children.</p> <p>Provide transport to take children.</p>	£3000 (carry forward to next year as no competitions happening)	Unable to happen T1-3 due to Covid restrictions (see below lockdown competitions)	Reenter competitions in 21/22 academic year.
During lockdown period, we want children to have the opportunity to still compete in competitions.	Virtual games activities set up by sports leader weekly.		Children were given the opportunity to beat their best during lockdown. Encouraged physical exercise for all pupils by keeping resources minimal. 40% uptake on activities by pupils.	

## Impact of Sports Premium on Fitness Scores

	September			July		
	3-4mins	4-5mins	5+mins	3-4mins	4-5mins	5+mins
Year 6	84%	78%	68%	97%	93%	83%
	2-3mins	3-4mins	4+mins	2-3mins	3-4mins	4+mins
Year 4	70%	70%	66%	86%	76%	70%

### Key Priorities for Next Academic Year:

- Introduction of new sports clubs
- Rejoin the CLF competitions
- Review impact of new skills progression and new sports
- Booster swimming lessons for Year 6
- Swimming sessions for Year 5
- Sequences of PE lessons focusing on new sports during PE lessons lead by external professionals (teachers to watch for CPD purposes)

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