

# 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:
<ul style="list-style-type: none"> <li>- The new GetSet4PE curriculum has been a huge success with teachers and participation and engagement has increased dramatically throughout the school</li> <li>- Boys football team came runners up at the Gravesham FA early 7's boy's tournament.</li> <li>- New playground markings to be completed over the summer holidays to rejuvenate the school and engage pupils.</li> <li>- The daily mile initiative has been embedded into the school day.</li> </ul>	<ul style="list-style-type: none"> <li>- Increase the confidence of teachers when delivering PE lessons.</li> <li>- Engage the least active pupils in PE lessons and promote lifelong activity.</li> <li>- To engage with local sports and leisure clubs to build school/community links.</li> </ul>

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.

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

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council

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.	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35%
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: £32,450		Date Updated: 11/7/21	
<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:
					86%
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?:	
-Engage all pupils with high quality PE lessons for at least 2 hours per week.  - Continue to promote the daily mile as part of the school day  - Engage the least active pupils in PESSPA  (Each of the points above should aim to educate pupils about the importance of leading healthy active lives and promoting lifelong participation in physical activity)	- Training for Sports coaches to deliver high quality PE lessons, including wellbeing and mental health courses as well as increased subject knowledge of games.  - Repainting of the school playground to revitalise and rejuvenate.  - Year 4 attend 6 weeks of swimming lessons, delivered by specialist Swimming teachers.  - Year 6 attend 1 term of cycling lessons delivered by Cyclopark, Gravesend.	£10,450   £8,769  £3,900  £4,680	- Increased levels of participation in PE lessons across the school (95% of children are engaging in at least 2 hours of structured PE per week)  - Increased proficiency of children who can swim 25m (87% of current year 6 cohort)  - Pupils activity level has increased at lunch time due to new playground lay out.  - Increased confidence of children using bicycles and using a bicycle to come to school.	Monitor the activity levels of children who are using the new markings on the playground  Continue to enter tournaments and school competitions involving cycling and swimming  Monitor PE and Games sessions delivered by the sports coaches.	
<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:
					1%
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>- Upskill teachers across different aspects of PE curriculum</li> <li>- Deliver a broad and balance PE curriculum</li> <li>- Children to become advocates of sport</li> <li>- To ensure an affection for sport and physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to organise intra-team competitions giving coaching, managing, participating and officiating opportunities to pupils who are defined as least active.</li> <li>- GetSet4PE Lesson plans are adapted to offer an inclusive curriculum that all pupils can access.</li> <li>- Intra-team competitions are interwoven with British values and coaches reward pupils shows TRUST values during lessons (certificates during celebration assemblies)</li> </ul>	<p>(See sports coach cost)</p> <p>£370 +VAT</p> <p>£100</p>	<ul style="list-style-type: none"> <li>- Improved pedagogy and subject knowledge from sports coaches and support staff across the school.</li> <li>- The confidence to deliver PE lesson by staff has drastically improved after conducting a skills audit of staff and the implementation of GetSet4PE.</li> </ul>	<p>PE lead to monitor PE lessons by way of learning walks</p> <p>Pupils voice to discuss the engagement in PE lessons</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
- Send staff onto CPD courses to plug gaps in knowledge  - Upskill staff to deliver high quality PESSPA.	- Sports coach attended health and wellbeing workshop to adapt GetSet4PE plans to focus on children's mental health  - Sports lead and sports coaches attended the Kent Schools PE Conference (CPD workshops)	£845          £60	- Increased effectiveness of games lessons (participation and engagement in games lessons has been reported as being much higher from the school's sports coaches and teaching assistants)  - Pupil mental health and wellbeing has been boosted due to the fun and engaging sessions that are being provided. (Pupil voice 16/7/21)	PE skills audit to continue to upskill staff on subject knowledge.  Continue to use pupil voice to measure pupil engagement in PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:



<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>- Increased participation in inter/intra school competitions.</li> <li>- To offer a range of different sports that children can excel in.</li> <li>- A balance and broad curriculum across the Key Stages.</li> </ul>	<p>Introduction of tennis to the curriculum has been a big success and many children have expressed their enjoyment when participating.</p> <p>Yoga CPD for teaching staff for wellbeing curriculum focus</p> <p>Sports coaches to introduce OAA to pupils during games lessons</p> <p>Teachers and sports coaches to offer after school clubs to supplement pupil's interests in a range of activities.</p>	<p>(See GetSet4PE cost)</p> <p>£1,685</p> <p>(See GetSet4PE cost)</p> <p>(See sports coach cost)</p>	<ul style="list-style-type: none"> <li>- Children are able to use transferable skills across and range of different sports and have an understanding of the importance of fundamental movement skills.</li> <li>- Increased mental health and wellbeing of children due to introduction of yoga (Pupil wellbeing questionnaire conducted and most pupils recorded higher results than previously scored).</li> </ul>	<p>Continue to offer a wide range of extra-curricular clubs to further engage pupils are PE lessons</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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 the amount of children who participate in intra-school competitions  - Offer a wide range of extra-curricular clubs to develop skills for competition.	- Enter different Kent School Games competitions throughout the year  - Enter the Gravesham Schools FA competitions throughout the year  - Enter the Gravesham schools swimming gala.	£200  £40  (See Kent School Games cost)	- Weekly newsletter is used to celebrate pupil sporting achievements  - Celebration assembly on a Friday, celebrates pupils sporting achievements.	Continue to raise the profile of PESSPA in school and its impact on the wider community.

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