

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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SPORT
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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 **31st 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"> • Gold School Games Mark achieved for 3 consecutive years • Increased number of children taking part in competitive events at all levels • Increased participation in extra-curricular clubs • Increased confidence in the delivery of PE through staff CPD • More children involved in sports leadership through the development of the leadership program • Increased activity levels across EY/FS through the development of the outdoor learning space • Increased activity levels during break and lunchtimes through investment in durable storage and play equipment • Increased participation at events through providing transport 	<ul style="list-style-type: none"> • Potential to invest in a bike trail in order to encourage active travel and provide an alternative club to engage more children • Investment in bike/scooter storage to encourage children to actively travel to school • Provide rewards and recognition as a means to encourage children to actively travel • Update and replenish stores of PE equipment to sufficiently supply each bubble • Continued investment in the PSSP to enable us to access high quality CPD for all staff • Purchase high quality tops for the sports leaders to raise the profile of sports leadership and encourage more children to get involved

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

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.

Academic Year: September 2020 to March 2021		Total fund carried over: £10,140	Date Updated: December 2020	
What Key indicator(s) are you going to focus on? K11				Total Carry Over Funding: £10,140
Intent	Implementation		Impact	
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?
Increase the number of children actively travelling to school and engaged in active play throughout the school day.	Arrange for 3 quotes for a Bike Trail to be put in place around the school. Work with Plymotion to access a grant to support this.	£12,950	Student surveys to be completed before the implementation of the track to monitor active travel and then again once the track has been installed. Club registers to be maintained to track participation and the PE Coordinator to update the Activity Tracker.	Investment in a durable track will ensure that children in numerous years to come will be able to access the facility. Encouraging children to actively travel will have positive benefits to their health and well-being.

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? N.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.	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes – £2,000 allocated to top-ups for this Y6

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: £18,796.33 Carried forward: £10,140 Total for 2020/2021: £28,936.33		Date Updated: December 2020	
Key indicator 1: 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: 68.9%
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?
Increase the number of children actively travelling to school and engaged in active play throughout the school day.		Arrange for 3 quotes for a Bike Trail to be put in place around the school. Work with Plympton to access a grant to support this.		£12,950	Student surveys to be completed before the implementation of the track to monitor active travel and then again once the track has been installed. Club registers to be maintained to track participation and the PE Coordinator to update the Activity Tracker.
Increase the number of children actively travelling to school and engaged in active play throughout the school day.		Research and invest in some durable bike/scooter storage.		£3,000	Student surveys to be completed before the implementation of the track to monitor active travel and then again once the track has been installed. Club registers to be maintained to track participation and the PE Coordinator to update the

			Activity Tracker.	
Increase the number of children actively travelling to school and engaged in active play throughout the school day.	Invest in some school bikes and helmets to offer these to children who do not have their own.	£4,000	PE Coordinator to conduct surveys to ascertain who would require a school bike. The Activity Tracker will help to monitor participation in active travel as well as clubs and lunchtime activity.	Being able to offer some children a bike to loan will negate this as a barrier to participation and ensure that they can participate.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				18.9%
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:
All children provided with as many opportunities as possible to develop their skills.	Update and replenish resources for PE lessons.	£2,886.33	Staff surveys to be conducted early in the school year to ascertain the requirement of any necessary resources to facilitate high quality PE. Assessment in PE to take place at the end of every term.	Investment in high quality resources will ensure that children have as many opportunities as possible to develop their skills. Providing alternative equipment for a range of activities will encourage wider engagement.
Encourage children to take part in sports leadership. Increase activity levels during lunch times.	Purchase high quality t-shirts as reward and recognition for the sports leaders.	£300	Use student voice to gauge impressions of children regarding the sports leadership program. PE coordinator to monitor participation in the leadership program.	Raising the profile of the sports leader program will encourage more children to be involved and develop leadership skills. Having visible leaders will ensure that they can positively impact activity levels of other children during lunchtimes.
All children able to swim a minimum of 25metres by the end of Y6.	Book top up lessons for any children in Y5 and Y6 who did not meet the minimum requirement during their curriculum swim.	£2,000	Use the assessment data from the Life Centre to identify any children requiring top-up sessions.	Providing top-up lessons will allow all children with the time they require to meet the minimum requirement and develop an essential life skill.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Positively impact teaching and learning in PE.	Employ the PSSP to provide bespoke CPD for all teachers.	£3,500	All staff to complete feedback forms following any CPD. Confidence levels to be monitored through this feedback and further training arranged where necessary.	Continued affiliation with the PSSP will ensure that we can access on-going support for staff. Investment in staff is a priority as they are our most sustainable and effective resource.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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 activity levels and participation.	Book 'Circus into Schools' to provide children with alternative active experiences.	£300	Child surveys to be conducted after the event to gauge impact and ascertain whether there is any viability for providing a new club. PE Coordinator to track participation through the Activity Tracker.	Providing alternative activities will encourage more children to participate and develop new interests. Providing positive experiences in PE and school sport will encourage life-long participants.

Key indicator 5: Increased participation in competitive 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:
Increased participation in competitive events and activities.	Employ the PSSP to run competitions/events and leadership training for children in all year groups.	*Cost in KI3	PSSP to send termly reports to monitor the number of events we engage with. PE Coordinator to monitor participation through the activity tracker.	Providing children with positive experiences in PE and school sport will encourage life-long participants.

Signed off by	
Head Teacher:	<i>J Jones</i>
Date:	14 th January 2021
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Date:	14/01/2021
Governor:	R Hempell
Date:	14 th January 2021