

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 **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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">• Updating sports equipment• Ensuring enough equipment for bubbles• Sports Coaches used in school to ensure active within school even throughout partial closure• Accessed virtual competition and engaged in remote learning activities offered by SSP• Playground equipment updated	<ul style="list-style-type: none">- The need for young people to be more regularly physically active when in school and at home- To access sport to build communication , resilience and team building.- To help teachers recover and rebuild confidence for delivery- To increase the range of opportunities

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 to you

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 2020.	86.68%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82.24%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82.24%
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/No

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

Supported by:   SPORT
ENGLAND  UK
COACHING  UK
2016

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: £18,090		Date Updated: 31 st July 2021	
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:	
				%	
Intent	Implementation		Impact		3.17%
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>SSP ‘BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands (see attached) To impact on all students in Key Stage 1 and 2.</p> <p>Please note some aspects are deliberately targeted at least active children.</p> <p>To build regular physical activity into the school day for all students.</p> <p>To provide a breadth of opportunities for pupils to be active daily including break , lunch and cross curricular activities.</p> <p>To work with the wider school community and workforce through targeted CPD to ensure staff are competent and confident in</p>	<p>1.Select a group of children to attend 3 x Active Kids festivals to engage the least active students in the school in personal challenges and to develop a love of being active.(3 x Multi skills virtual festival resources were created and made available to all schools, these included video instructions to allow children to complete the festival at home or in school)</p> <p>Lockdown</p> <p>a. Creation of SSP web page for the storing and sharing of a wide range of remote learning resources.</p> <p>b. Between January – Easter 2021 the delivery of a daily ‘free to access’ virtual sports and activity club via zoom led by</p>		<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£575)</p>	<p>1.Register and profile of selected students. Comparative data of baseline activity and track progress.</p>	<p>1.Use the Personal Challenges to chart activity between festivals. If successful widen the project to a greater number of children.</p>

<p>implementing daily activity strategies.</p> <p>To work with the SSP through events and festivals to inspire regular activity and provide a daily mile/activity strategy.</p> <p>To utilise the Active School Planner tool to identify areas to improve the offer across the day for students to be active.</p> <p>Through SSP membership – our school has participated in the provision documented in this section with the specific aim of supporting the wellbeing of our students during the pandemic (lockdown period). This has ensured opportunity and access to 60 active minutes per day.</p>	<p>the SSP team. In place to allow children to access extra-curricular sport during the lockdown and restricted period.</p> <p>c. Throughout January, February and March – the SSP delivered a ‘live’ PE afternoon with KS1 and KS2 sessions available through zoom for students at home and in school to access.</p> <p>d. Throughout February and March (during lockdown period) the SSP Get Up and Active daily early morning club was free to access for all students to re-engage students with physical activity and get them ready for the school day.</p> <p>e. A large bank of pre-recorded video resources created by the SSP team to support at home/in school PE delivery and physical activity participation.</p> <p>f. The creation and delivery of regular physical activity challenges , festivals and competitions delivered virtually to increase participation.</p> <p>g. The SSP provided fortnightly ‘home learning’ activity cards and packs which were set as daily tasks for PE at home and used by staff in schools.</p>		<p>This was communicated through our online learning platform (google classroom) P.E lead attended online sessions to ensure that children were attending.</p>	
---	--	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	6.6%
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>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached)</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p> <p>To work with targeted pupils on whole school priorities using PE and School Sport as the vehicle to raise standards.</p> <p>To ensure training takes place to enable the school to facilitate active and productive break and lunch times.</p> <p>To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>To provide development support for staff to raise the quality of PE and</p>	<p>1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behaviour at lunchtimes.(Adapted delivery due to Covid – SSP designed virtual sports leaders schemes for KS1 and KS2. These included SSP Mini Sports Leaders KS1 and Super Sports Leaders KS2 . Video resources , written tasks and documents produced and made available to all students at home and in school. On completion , certificates awarded.)</p> <p>2. Attendance at PE Lead meetings and share outcomes across whole school.(half-termly virtual meetings for PE Leads)</p> <p>3. A structured plan of staff across the whole school to attend</p>	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£575)</p>	<p>1. Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes.</p> <p>2. Registers and staff attendance.</p> <p>3. Annual tracking of staff attending CPD mapped against</p>	<p>Sustainability and suggested next steps:</p> <p>1. Tracking of interventions against whole school priority of lunch time behavior. Use of evidence to improve future plans and training needs.</p> <p>2. Regular PE feedback slot at staff meetings to share knowledge.</p> <p>3. Sharing across all staff and informing schemes of work</p>

<p>School Sport on offer which , in turn, will raise the profile of the subject.</p> <p>To ensure the PE subject lead is given time to develop the subject and to share learning and best practice across the school.</p> <p>To use cross curricular PE/SS and PA interventions to raise standards in core subject performance.</p>	<p>and access CPD opportunities. (Adapted delivery – the CPD calendar for 2020/21 is available remotely)</p> <p>4. Engage with Team Teaching opportunities through SSP projects, PALs, Flying Start and Fit4Action for teaching and support staff. (Largely delivered in Autumn and summer terms)</p> <p>5. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life (Adapted delivery – all available through the virtual calendar)</p> <p>6. Equipment to enhance sport at break and lunch time</p>	<p>£633.47</p>	<p>whole school priorities</p> <p>4. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants</p> <p>5. An annual plan of involvement in festivals, e.g. LSA to lead preparation of Dance Festival. Aim to engage and raise profile across all staff.</p> <p>6. Behaviour improved at break and lunch times. Children playing together effectively and trying out new sports. Becoming more active.</p>	<p>across a range of subjects.</p> <p>4. Follow up activities to projects by in – house staff and records of future engagement.</p> <p>5. Develop an ethos of shared responsibility across PE, SS and</p> <p>6. Utilise PALS to run and playtime games more effectively.</p>
---	--	----------------	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10.5%
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>SSP 'BASIC MEMBERSHIP MODEL' – all strands contribute to this area (see attached) High Quality PE is most prominent. To impact on all students and staff in Key Stage 1 and 2.</p> <p>To ensure that all staff are trained in a range of topics to deliver high quality PE sessions.</p> <p>To ensure students are able to actively participate in and contribute to high quality PE lessons.</p> <p>To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS 2.</p> <p>To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.</p> <p>To ensure students can select and make choices to participate in a wide range of their chosen extra-curricular</p>	<p>1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff.(Adapted delivery – virtual CPD through zoom)</p> <p>2. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff. (Autumn and summer term)</p> <p>3. Attendance at SSP PE Lead meetings to gain knowledge to share (Delivered remotely)</p> <p>4. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.(All videos , resources and fortnightly home learning tasks made available through the web page)</p>	<p>Points 1-6 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£575)</p>	<p>1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery.</p> <p>2. Staff records of project involvement. Staff records on follow up activities. Future interventions.</p> <p>3. Records of meetings, notes and handouts.</p> <p>4. Making use of the SSP resource bank to support schemes of work and lesson planning.</p>	<p>1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations.</p> <p>2. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school.</p> <p>3. PE Lead has the opportunity to share within whole staff meetings.</p> <p>4. Central whole school base for resources accessible to all in school.</p>

activities , delivered by highly motivated and competent staff. To utilise external expertise to ensure students benefit from detailed subject specific knowledge. Students are exposed to and comfortable with participating in school sport opportunities with other schools.	5. Wider use of SSP infrastructure to network and share ideas. 6. Release time for Sports Lead and other staff to attend CPD and sporting events	£1340	5. Attend and utilize SSP networking opportunities and sharing of ideas between schools. 6. . Register of CPD events and sporting events that were attended. Children had to opportunity to participate in a range of sporting events.	5.Allowing staff time to attend events and then share findings. 6. Ensure a range of staff attend events to develop CPD within school
---	---	-------	---	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	53%

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: SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2 To ensure every child has the opportunity to represent the school in an external inter school competition , league or festival and be able to articulate how this made them feel. To develop the 'peer' workforce to build the skills of young leaders to be able to motivate and inspire other	1. Access to broad range of Festivals, competitions and leagues. Preparing children.(Adapted delivery – a full calendar of virtual events , competitions and challenges) 2. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Key Stage 1 Winter Games.(Adapted delivery – creation of virtual festivals with videos and resources)	Points 1-8 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£575)	1. Records of events entered, records of children and participation levels and percentages across school. 2. Records of events and students selected – track pre and post levels of activity	1. A plan to ensure all students have termly opportunities to prepare, attend and represent school. 2. Tracking of students attendance and engagement in broader extra- curricular sport post event.

<p>young people in school to be active.</p> <p>Students to be equipped by the end of KS 1 to enjoy a range of skills and activities to fully engage in active play and games.</p> <p>Students to be equipped by the end of KS 2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete.</p> <p>To support each individual child to find 'their' chosen sport or activity.</p> <p>To utilise SSP expertise to deliver a wide range of clubs and coaching opportunities to our students.</p> <p>Our students will be able to clearly articulate which sports and activities they enjoy and why.</p> <p>Our students will be able to use correct sporting terminology across a broad range of sports.</p>	<p>3. Engaging different students in performance based opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities.(Adapted delivery – SSP Step Up and Dance Challenge (Spring), SSP Virtual Dance Festival (Summer)</p> <p>4. Engage with Active Kids Festivals (Adapted delivery – through virtual festivals , videos and resources)</p> <p>5. Use of SSP Community club scheme to offer a wider range of extra curricular clubs.</p> <p>6. Ensure students from our school access the range of Gifted and Talented holiday camps – different students access different sports and activities.</p> <p>7. Ensure high quality equipment is available for children to utilise within their P.E lessons</p> <p>8. Clubs ran by outside agency to encourage sporting activities. A range of sports offered over</p>	£4000	<p>3. Entry details in these events. Profile and details of students attending.</p> <p>4. As above</p> <p>5. Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school clubs.</p> <p>6. Keep a record of letters, invited students and those who attended</p> <p>7. Monitor use of new equipment. Teachers to use to enhance teaching and learning.</p> <p>8. Monitor attendance of those who attend the clubs.</p>	<p>3. A school plan to allocate different opportunities to different year groups and target groups of children.</p> <p>4. Tracking of engagement in broader clubs and extra-curricular opportunities</p> <p>5. Mapping club programme to a wider range of festivals and competitions and festivals to track. Allowing our own school staff to support experts in a range of clubs.</p> <p>6. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process</p> <p>7. Ensure equipment is monitored and maintained</p> <p>8. Engages a range of pupils in sports. Encourage more</p>
--	--	-------	---	--

	the academic year.			children to attend.
	9. Swimming above curriculum expectations for those in KS2. Inc. training for staff, coaches and pool hire	£5000	Record of those attended and achievements	Allow Y2 children to attend next year to ensure swimming is another key focus.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.17%
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>SSP 'BASIC MEMBERSHIP MODEL' – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2.</p> <p>To identify a wide range of sporting festivals and sports for our school and students to participate in.</p> <p>To ensure every child enjoys the experience of representing the school in a festival, league or competition (appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver.</p> <p>Students to understand and be able to deal with emotionally, both winning and losing in sport.</p>	<ol style="list-style-type: none"> 1. Involvement of a wide range of students in a broad offer of competitions (Adapted delivery – engagement in the virtual offer of competitions, festivals and challenges) 2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities. 3. Entry into Dance Festival 4. Development of intra (in school) competitive opportunities. 5. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond. 	<p>Points 1-5 are all funded through SSP Basic membership</p> <p>Annual cost is divided equally across all 5 Key Objectives (£575)</p>	<ol style="list-style-type: none"> 1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website. 2. Records of fixtures, training and participants. 3. List of students and programme from the event. 4. Annual plan of intra competition to act as trials for inter competition. 5. Records of students who attend, SSP links to local clubs. 	<ol style="list-style-type: none"> 1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis. 2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit. 3. In school performance to engage and inspire future students. 4. Build intra competition into whole school diary 5. Celebrate the success of these students