

# 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](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 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:
<p>2018-2019; All children in KS1 and KS2 take part in the Daily Mile at the beginning of the school day. All children consider themselves to be active at the start of the day.</p> <p>Active lunchtimes - The outdoor gym was installed, January 2019 and is proving to be a very popular break and lunchtime activity for all key stages.</p> <p>2019-2020: Introduced PE ambassadors who were in charge of running lunchtime activities in Key Stage 2 with assistance from playground leaders. The Project Co-ordinator monitors the number of children attending clubs and has developed new and relevant clubs for children.</p> <p>PE coordinator and Project Coordinator have also increased opportunities for competitive matches against other schools.</p> <p>Children from Year 1 to Year 6 were encouraged to take part in daily virtual activities</p>	<p>Share a clear vision for PE – promote the active school initiative and raise the profile of PE and sport in the school amongst staff, pupils and parents.</p> <p>Promote active learning sessions in the classrooms in order to meet the target for 30 mins of exercise every day.</p> <p>Support teachers in delivering high quality PE lessons where 90% of the lesson involves moderate-high intensity pupil exercise.</p> <p>Continue to promote active lunchtimes and active after school provision.</p> <p>Introduce specialised lunchtime PE leaders to deliver skills based sessions. Encourage skill sharing (lessons/lunchtimes/after school)</p> <p>Introduce new intra-school competitive opportunities to ensure continued pupil involvement in competitive sport</p>

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**

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.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £</b>	<b>Date Updated: July 2021</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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?:



<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p>Due to COVID and the restrictions, the children only completed 3 weeks of their swimming lessons.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p>	<p>%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p>
<p>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?</p>	<p>Yes(Did not take place due to COVID 19)</p>

## 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: £ 21,740		Date Updated: July 2021	
<p><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</p>					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:
Children undertake a minimum of 2 hour PE lessons each week.  Children engage in physical activities at break and lunchtimes.	<p>On-going adaptations to PE lessons due to Covid-19. PE lead to work closely with Enfield team</p> <p>Children have access to a range of sporting opportunities in lessons as well as between year groups. Incorporate daily active learning sessions into lessons. Audit sporting equipment that can be used at lunchtimes to encourage physical activity – order some more/replace if needed. Recruitment of Playleaders in school to encourage physical activity at lunchtimes.</p>		<p>Prediction:  £4000</p>	<p>Sporting equipment led to the children taking charge of their own activities during lunch times.</p> <p>Teachers have begun to incorporate more active learning throughout the curriculum using Teach Active resources.</p> <p>Unable to recruit play leaders due to COVID restrictions.</p>	Play leaders and lunchtime play ambassadors will be leading lunchtime activities.
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					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:
<p>Raise awareness of how important sport is on our mental health and well being.</p> <p>Encourage the uptake of sporting activities throughout the year. Sports Day, Personal Best Activities.</p>	<p>Series of physical activities that children complete without equipment e.g. star jumps, burpees,etc... and then try to improve results throughout the term. Recording each series of results completed.)</p> <p>Create lunchtime Covid bubble PE boxes for each year group, with a variety of equipment to help support children’s physical development.</p> <p>Purchase trophies, certificates and medals to celebrate sporting achievements in whole school assemblies.</p>	<p>Prediction: £1000</p> <p>£3000</p>	<p>PSHE lessons involving the discussions about the importance of sport on our mental health.</p> <p>The 6 principles of nurture and our well-being sessions also addressed mental health and well-being.</p> <p>Due to the staggered timetabling of the different bubble systems, it was not practical to carry out the Personal Best activities.</p> <p>Sporting equipment led to the children taking charge of their own activities during lunch time.</p> <p>Certificates handed out to each winning year group for Sports Day.</p>	<p>Try to incorporate the Personal Best tasks.</p> <p>Continue to order more lunchtime PE resources and to have the play leaders monitor what is used and what is lost/damaged.</p>

<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>	
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:
Teachers feel confident delivering sports lessons and are able to deliver a curriculum where previous skills are developed.	PE lead to support teachers with lesson planning and delivery of lessons. Release time for PE lead to attend training days – cascade information in staff meetings. Video recording of a section of 1 session per term, uploaded to the GDrive so that PE lead can monitor delivery and progress.	Prediction: £4000	PE lead supported teachers with their planning and modelled different sections of the lessons to improve their practise.  Training days were made available to teachers which helped them to deliver more relatable dance lessons to their children.	Encourage and continue to help teachers to be more confident when videoing their PE lessons and getting them to add these to the relevant folder.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>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:	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: To increase pupil participation in a range of activities. Purchase new sporting equipment required to meet the government guidance regarding bubble/ sharing equipment. Children are exposed to a variety of different sports throughout the year within lessons</p>	<p>Increase the amount of equipment to enable safe PE lessons to run per bubble. Increase the level of cleaning equipment required.  Running of a variety of different clubs by in house teachers and external coaches.</p>	<p>Prediction: £3000  (Post pandemic)</p>	<p>Children were kept safe as a result of there being enough equipment for each year group to use. The timetabling of activities also ensured that sharing was at a minimum.  Was not possible due to COVID restrictions.</p>	<p>To resume the running of after school sports clubs in Autumn term.</p>
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>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:	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 collaboration with a range of providers and schools.  All pupils are given the opportunity to participate in sporting competition.	Attending different sports events: Borough and MAT Schools.  Identification of talented pupils who will be challenged to achieve their potential both in school and with other PE / Sports providers.	Prediction:  £5000	Girl's and boy's football teams were able to take part in our school academy trust football tournament.  One talented child was identified and encouraged to join a team outside of school to help challenge and develop her skills..	To ensure that all key groups take part in activities that are available.

Signed off by	
Head Teacher:	Anna Trott
Date:	July 2021
Subject Leader:	Emiel Aiken
Date:	20/11/20
Governor:	
Date:	July 2021