



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

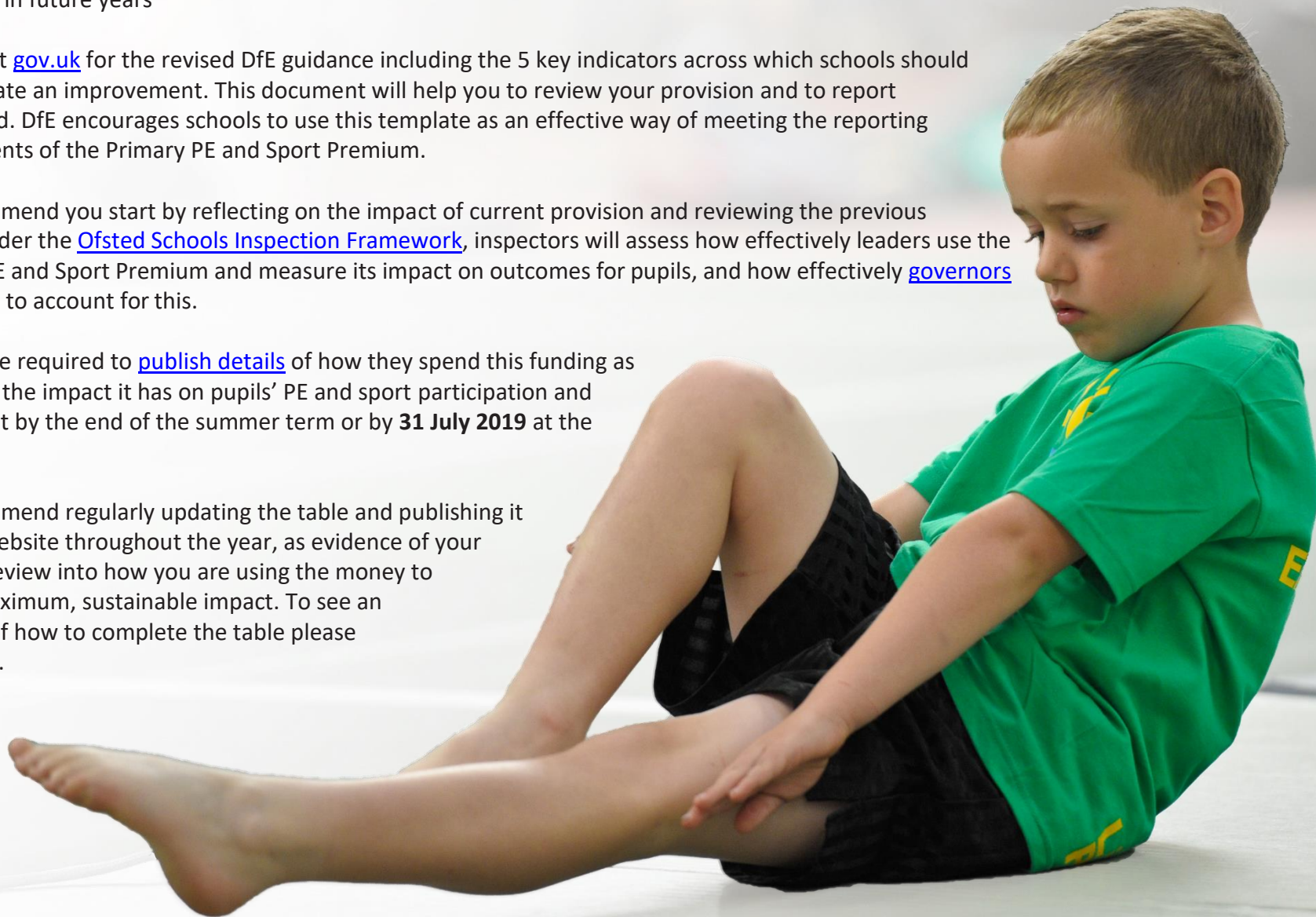
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date:   | Areas for further improvement and baseline evidence of need:  |
|---|---|
| <p>Budget left from 2019-2020 was £7,724</p> <ul style="list-style-type: none"> <li>The school is well equipped to deliver PE lessons with a wide range of resourced stored all together.</li> <li>Older children are being given more responsibility to organize equipment and coach younger teams.</li> <li>Children understand what it means to 'be healthy'.</li> <li>The swimming pool has allowed all children to access daily swimming lessons in the summer terms.</li> <li>New PE board allows whole school community to see what sports are happening in school and what is coming up.</li> <li>New kit has allowed chn to feel proud of their team in competitions.</li> </ul> <p>New budget for 2020-2021 is £17, 720 + 7,724 = <b>25,444</b></p> | <ul style="list-style-type: none"> <li>More use of the active playground</li> <li>The field is usable for the Daily Mile all year round</li> <li>All teachers are confident to deliver good and outstanding PE lessons</li> </ul> |

| Meeting national curriculum requirements for swimming and water safety  | Please complete all of the below: |
|---|-----------------------------------|
| <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 children may swim in another year please report on their attainment on leaving primary school.</p> | 100%                              |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 96%                               |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | (TBC end of term)                 |
| 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?   | <u>No</u>                         |

## 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 students today and for the future.

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Academic Year: 2020/21  |  | Total fund allocated: £17,720<br>(+£7,724 carried over from 19-20) |  | Date Updated: June 2021  |  |
| Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school |  |  |  | Percentage of total allocation:  |  |
|   |  |  |  | 70%  |  |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated:   | Evidence and impact:   | Sustainability and suggested next steps:   |  |
| Daily Mile taking place every morning within class bubble.  | Classes to use Daily Mile Destinations map and Class Passports.  | £10 for sticker sheets (£70)                                       | Feedback from staff.   | Some children need more 'activities' to go alongside the running – class boxes to be set up for 2021-22. |  |
| Daily Mile track for the field to be usable in all weathers   | JR to contact supplies and get quotes  | £8000 for a combination of field and playground track              | Classes will be able to use the track in all weathers and increase enjoyment in regular exercise | JR to obtain quotes (Quotes came out at £50Kish...CT to follow up on redesign)                           |  |
| Active 30 for all classes   | All classes to involve the children in 30 minutes EXTRA (outside of PE time) a day – buy equipment for activities easily done in class | £500   | All children are active at regular intervals – could be just 5 mins at a time between lessons    | Buy equipment for ease of use and check all teachers are using effectively                               |  |
| Cyber Coach   | Chn to be physically active during wet play times  | £309   | All classes are using CC regularly to improve motivation, particularly of dance                  | Re-evaluate subscription   |  |
| Update active playground to include more equipment which will allow for   | All classes will have access to a range of equipment, on a rota,   | £ 8000 for trail combination                                       | Regularly use of active playground will impact and   | JR to obtain quotes and chn to be involved in the design   |  |

|  |   |  |   |   |
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| development of upper body strength<br><br><i>To increase physical activity within the school day.</i>  | which develops not only balance, coordination and teamwork, but also physical strength  |  | improve chn's performance in PE lessons and competitions  | <b>To discuss further and firm up requirements</b>  |
| Ensure our school is well resourced with equipment to deliver the curriculum.<br><br><i>To give the children the best opportunities when taking part in a wide range of sports.</i>  | New equipment to be purchased when necessary.<br><br>New athletics equipment<br><br>PE equipment for Class R (outside area)   | £400<br><br>£300<br><br>£136                     | All classes to have a small box of equipment to use for their bubbles   | Process will need to be ongoing each year and large/expensive items planned for in each year's action plan.   |
| <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:<br><br><b>2.8%</b>  |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:   | Funding allocated:                               | Evidence and impact:  | Sustainability and suggested next steps:  |
| Children to understand that 'keeping healthy' is more than partaking in sport.<br><br>(Ongoing yearly)<br><br><i>To give children a deeper understanding of what 'keeping healthy' really means for them now and as they grow.</i> | Subject lead to lead a curriculum week in school.<br>The week will be focused on eating healthy – each class will learn about the correct things to eat and link this with MFL – healthy eating across the world.<br><br>Aim to achieve 'healthy schools' award – JR to check how this is done. | £100 per class<br><br>(£700)<br><br><br><br>None | Keeping healthy will have a higher profile within the school. Children will be able to explain the important aspects of how to stay healthy and they will have taught their parents.<br><br><b>Not possible due to bubbles and ROR out of use – to return next year</b> | A curriculum week might be repeated each year with a different focus each time.<br><br>Next Steps:<br>Long lasting evidence of curriculum weeks on website. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |                                |  | Percentage of total allocation:   |
|---|---|--------------------------------|--|---|
|   |   |                                |  | 10%   |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:   | Funding allocated:             | Evidence and impact:   | Sustainability and suggested next steps:  |
| All staff to follow the PE Hub schemes of work.   | All staff have log ins to website and JR to set a curriculum overview (Covid dependent) | £455                           | Staff will feel confident to deliver high-quality PE lessons.  | On-going – staff have reported the schemes easy to use and gives them more confidence |
| AfPE Membership   | To keep up to date with the latest PE news, expert advice, awards processes             | £95                            |  |   |
| PE courses for all staff  | JR to check available courses   | £2000 (including supply costs) | Staff will feedback on their courses during selected staff meetings. JR to reassess courses and look for new ones moving forward | None being offered due to Covid   |
| <i>To give children outstanding PE lessons where they become enthusiastic for sports and learn to play with good sportsmanship and respect.</i> |   |                                |  |   |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |                                |  | Percentage of total allocation:   |
|   |   |                                |  | 12.8%   |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:   | Funding allocated:             | Evidence and impact:   | Sustainability and suggested next steps:  |
| Offer an expanding range of clubs (when Covid allows)   | JR to continue links with local clubs for pathways                                      | Paid by parents                | Each child to have the opportunity to try new clubs.   | Children to take grades and celebrate their successes.                                |
| Pool Cover  | To offer swimming across the year   | £2195                          | All children can swim by the time they leave primary school  |   |
| Triathlon   | Build confidence in a new sport   | £450                           | Chn go on to compete in triathlons   |   |

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| Sailing Course<br><br><i>All children able to access a variety of sports and gain an insight into what they are like for the opportunity to go on to join the local club through links with the school.</i>  | Four year 5 pupils (with ACE's) to gain a Level 3 sailing qualification  | £600   |   |  |
| <b>Key indicator 5: Increased participation in competitive sport</b>   |  |  |   | Percentage of total allocation:<br><br><b>3%</b>   |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:  | Funding allocated:                                 | Evidence and impact:  | Sustainability and suggested next steps:   |
| Children to be competitive with themselves – increased amount of level 1 competition in school.<br><br><i>To learn the importance of competition even against friends. To show respect and perseverance.</i> | Inter-house games<br><br>Sports partnership competitions<br><br>Personal Best<br><br>Supply cover for staff to attend competitions               | None<br><br>£250<br><br>None<br><br>Variable ~£500 | With the correct equipment, children can readily time/challenge themselves and record evidence in their PB books. This means they are regularly being competitive, at level 1 against themselves.   | Easily sustainable forward in the future.<br>PB books can go to the next year group with the child.<br><br>Equipment will be kept and in place ready to use.   |
| Reintroduce play leaders – children selected on basis of whether they WANT to do it (when Covid allows)<br><br><i>Children taking responsibility for their health and well-being and peer lead games.</i>    | Children to effectively use separated field spaces<br><br><br><br>Use play leaders training for children to learn how to adapt games using STEP. | None<br><br><br><br>None                           | Zones are semi-permanently set up so that competitive sport can easily and readily be available.<br><br><br><br>Classes will be on a rota for each sport and therefore have opportunities to be active at both playtimes, equalling to 75minutes. | Playground Smooga walls now in place and can remain in place for the future. Zones can be changes and resized if needed.<br><br><br><br>Next steps:<br>Play leaders to use the different areas of the playground for more space. |

£500 not spent – to be used for emergencies/other equipment as needs arise.