

# 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>• All pupils from Reception to Year 6 received a bag of bespoke PE equipment to use at home to support home learning and the 30 minutes of exercise a day</li> <li>• Supporting home learning</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to keep a record of families who use the equipment and how the equipment is used.</li> </ul>

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.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £3000</b>	<b>Date Updated: November 2020</b>		
What Key indicator(s) are you going to focus on? KI1 The engagement in all pupils in Regular Physical Activity				Total Carry Over Funding: £3000
Intent	Implementation		Impact	
<p><b>Your school focus should be clear how you want to impact on your pupils.</b></p> <p>For all pupils to be able to access PE in their bubble with specialist equipment that enable the pupils to make progress.</p> <p>Staff to receive Inclusive PE training which will enable them to adapt the PE lesson to suit the needs of each pupil.</p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p> <p>Every pupil from Reception to Year 6 received a bag of specialist PE equipment bespoke to their needs in September 2020</p> <p>46 members of staff attended the Inclusive PE training via zoom in October 2020</p>	<p><b>Carry over funding allocated:</b></p> <p>£2500</p> <p>£500</p>	<p><b>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?</b></p> <p>Teachers and teaching assistants have applied the Inclusive PE training they received to adapt their teaching of PE. They have used the bespoke bags of equipment to improve balance, strength and coordination which had decreased due to the first lockdown caused by Covid-19</p>	<p><b>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</b></p> <p><b>Sustainability</b> All staff know how to use STEP to make PE Inclusive Classes to keep the equipment beyond the Covid restrictions to support 30 minutes of exercise a day</p> <p><b>Next Steps</b> Increase teachers confidence by delivering CPD that is activity related</p>

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 2020.	0%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?  <b>Summer Term 2021, the funding will be used to purchase swimming resources for those with SEND</b>	Yes

## 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: £16530		Date Updated: 1 <sup>st</sup> 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: <b>6%</b>
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>All pupils have two timetabled lesson of P.E a week.</li> <li>Pupils are timetabled for outside play twice a day</li> <li>Pupils in reception and new pupils in Years 1-6 to receive home P.E bags</li> </ul>	<ul style="list-style-type: none"> <li>Support will be given to staff to ensure high quality PE</li> <li>Support staff to ensure pupils are active at break and lunchtime</li> <li>To support learning at home during lockdown 3 and future lockdowns</li> </ul>	£1000	<ul style="list-style-type: none"> <li>To enable pupils to achieve 30/60 minutes of exercise at home each day</li> <li>Staff have completed and returned data to show how pupils have engaged in PE at school and how families have engaged in physical activity at home due the second lockdown caused by Covid-19</li> </ul>	<p>Sustainability</p> <ul style="list-style-type: none"> <li>Staff and families have a bank of videos to refer to support engagement in regular physical activity at school and at home.</li> <li>All pupils new to the school in September 2020 have received a bespoke bag of PE equipment which will stay with the pupil as they move through the school</li> </ul> <p>Next Steps</p> <ul style="list-style-type: none"> <li>Support staff to deliver summer activities</li> </ul>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				50%
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>To develop physical and mental wellbeing</li> <li>Outdoor Education and Orienteering to be the focus for whole school improvement</li> <li>Orienteering posts to be installed on the school grounds</li> <li>Purchased orienteering punches, and teacher support pack</li> <li>Have outdoor fitness equipment fitted to allow pupils to achieve 30minutes of exercise a day</li> <li>Staff to have virtual safety training for the outdoor fitness equipment (KI3)</li> </ul>	<ul style="list-style-type: none"> <li>To provide resources to help staff deliver physical and mental well being</li> <li>Get quotes from companies regarding the installation of orienteering posts. Equipment purchased from Enrich Education, control points to be fixed outside. Staff training taking place on 10.11.20</li> <li>Waiting for the better weather to install the posts for orienteering signs and the punches January 2021</li> <li>Outdoor Fitness equipment will allow pupils with a range of disabilities including those in wheelchairs to improve fitness</li> <li>Staff have received virtual safety training for the Outdoor Fitness Equipment</li> </ul>	<ul style="list-style-type: none"> <li>£300</li> <li>£1500</li> <li>£6500</li> <li>£300</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor Education lessons to be planned for the Spring Term Feedback will take place at the end of the Spring Term</li> <li>Outdoor Education lessons are on hold due to Lockdown 3</li> <li>40 staff took part in training provided by Enrich Education</li> <li>March 2021 Orienteering control points have been fitted outside, this includes sign with phonics and numbers to aid literacy and numeracy</li> <li>Orienteering will start in April</li> <li>Outdoor Fitness equipment installed staff have received safety training March 2021</li> </ul>	<p>Sustainability</p> <ul style="list-style-type: none"> <li>Staff have received orienteering training and resources to deliver orienteering to pupils with different needs and abilities (KI3)</li> <li>Staff and pupils have received outdoor fitness safety training via video and resource pack that they can refer to each time the equipment is used. (KI3)</li> </ul> <p>Next Steps</p> <ul style="list-style-type: none"> <li>Support staff to deliver active maths and literacy through the use of the orienteering posts that have phonics and numbers</li> <li>Investigate sensory orienteering posts</li> <li>Investigate adding 3 more pieces of outdoor</li> </ul>

	<ul style="list-style-type: none"> <li>• (K13)</li> <li>• Boccia bags for each class will allow pupils will not have to share equipment and can therefore develop target skills</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers have been focusing on the skills of Boccia, this has been possible in each bubble due to the purchase of extra Boccia bags</li> </ul>	<p>fitness equipment to enable more pupil to access the equipment</p>
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physical literacy	Training Course. The aim of the programme is to implement it as an intervention and an extracurricular activity for girls to boost their physical literacy confidence			confidence had improved teaching PE and physical activity they also reported that they would like more training in rebound therapy and teaching swimming to pupils with disabilities. This training will be take place in September 2021.
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<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 6%
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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: <ul style="list-style-type: none"> <li>To develop fundamentals</li> <li>To implement orienteering across the school</li> <li>To improve outdoor learning equipment</li> <li>Introduce Sensory Football</li> <li>Improve outdoor learning and introduce Orienteering across the school</li> <li>Improve the teaching of</li> </ul>	<ul style="list-style-type: none"> <li>Improve resources for teachers delivering P.E</li> <li>Provide Sensory Football Resources including videos to support delivery.</li> <li>Staff to receive training from Enrich Education</li> <li>Lead for PE to attend a</li> </ul>	£1000	<ul style="list-style-type: none"> <li>Fundamental resources have been developed for all classes, these have been implemented</li> <li>Staff will be asked to feed back at the end of the year</li> <li>Orienteering resources to be shared with all classes after the training</li> </ul>
			<ul style="list-style-type: none"> <li>Teachers have reported through the questionnaire that they have a greater understanding of a range of new activities for their pupils including sensory football, orienteering and outdoor fitness This has allowed pupils to access a wider range</li> </ul>

<p>Dance</p> <ul style="list-style-type: none"> <li>Improve the teaching of Football for girls</li> </ul> <p>(Linked to K12 &amp; K13)</p>	<p>Virtual Dance Course by the Royal Opera House</p> <ul style="list-style-type: none"> <li>Lead for PE to attend a Girls Football Virtual Course as an intervention and extracurricular club</li> </ul> <p>(Linked to K12 &amp; K13)</p>			<p>of activities and improve fitness.</p> <ul style="list-style-type: none"> <li>The plan is to introduce a new activity of Tai Chi to support fitness and wellbeing</li> </ul>
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Key indicator 5: Increased participation in competitive 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:
<ul style="list-style-type: none"> <li>Pupils to take part in virtual House Competitions</li> <li>Pupils to take part in virtual school games events:               <ol style="list-style-type: none"> <li>Football including sensory football for pupils with PMLD</li> <li>New Age Kurling</li> </ol> </li> <li>To deliver a School Games Week linked to the 2021 Olympic and Paralympic Games</li> <li>To buy gazebos to allow pupils take part in Sports Week during the hot weather</li> </ul>	<ul style="list-style-type: none"> <li>Give support to class teachers so they can deliver virtual house competitions and virtual School Games events</li> <li>All pupils to take part in a School Games week in June</li> <li>Provide resources for a week of culture Support teachers to deliver the activities Some of the activities will link to the Worcestershire Virtual School Games</li> <li>Each class to have a gazebo to allow pupils to wait in the shade before taking part in Sports Day</li> </ul>	<ul style="list-style-type: none"> <li>£2300</li> </ul>	<ul style="list-style-type: none"> <li>Classes 5LS, 6LS &amp; 8LS are taking part in the New Age Kurling Virtual School Games Competition, results have to be completed by the end of November. Classes received resources including video clips filmed by our older pupils to assist with the delivery</li> <li>All pupils took part in Sport week including cultural activities linked to the Tokyo Paralympics, School Games Day which included a Sensory Walk, Wheelchair Slalom, Worcestershire School Games Competition and athletics track and field events. The week of events brought the school together as a community for the first time this academic year due to</li> </ul>	<p>Teachers have a greater understanding of the School Games ethos</p> <ul style="list-style-type: none"> <li>A teacher questionnaire found the teachers were more confident delivering a sporting competition in June compared to September, this improved confidence will allow more events to be run and therefore more pupils taking part in competitive events</li> <li>The gazebos have a long life and will allow</li> </ul>

			<p>Covid-19. Pupils could see their peers from other classes take part in events.</p> <ul style="list-style-type: none"> <li>All pupils were able to take part in Sports Day due to being able to wait in the shade before their event</li> </ul>	<p>pupils to take part in outdoor competitions during the hot weather for at least 5 years.</p>
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Signed off by:	
Head Teacher:	Deb Rattley
Date:	1 <sup>st</sup> July 2021
Subject Leader:	Carina Taylor
Date:	1 <sup>st</sup> July 2021
Governor:	Lorraine Peterson 2021
Date:	1 <sup>st</sup> July 2021