

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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:

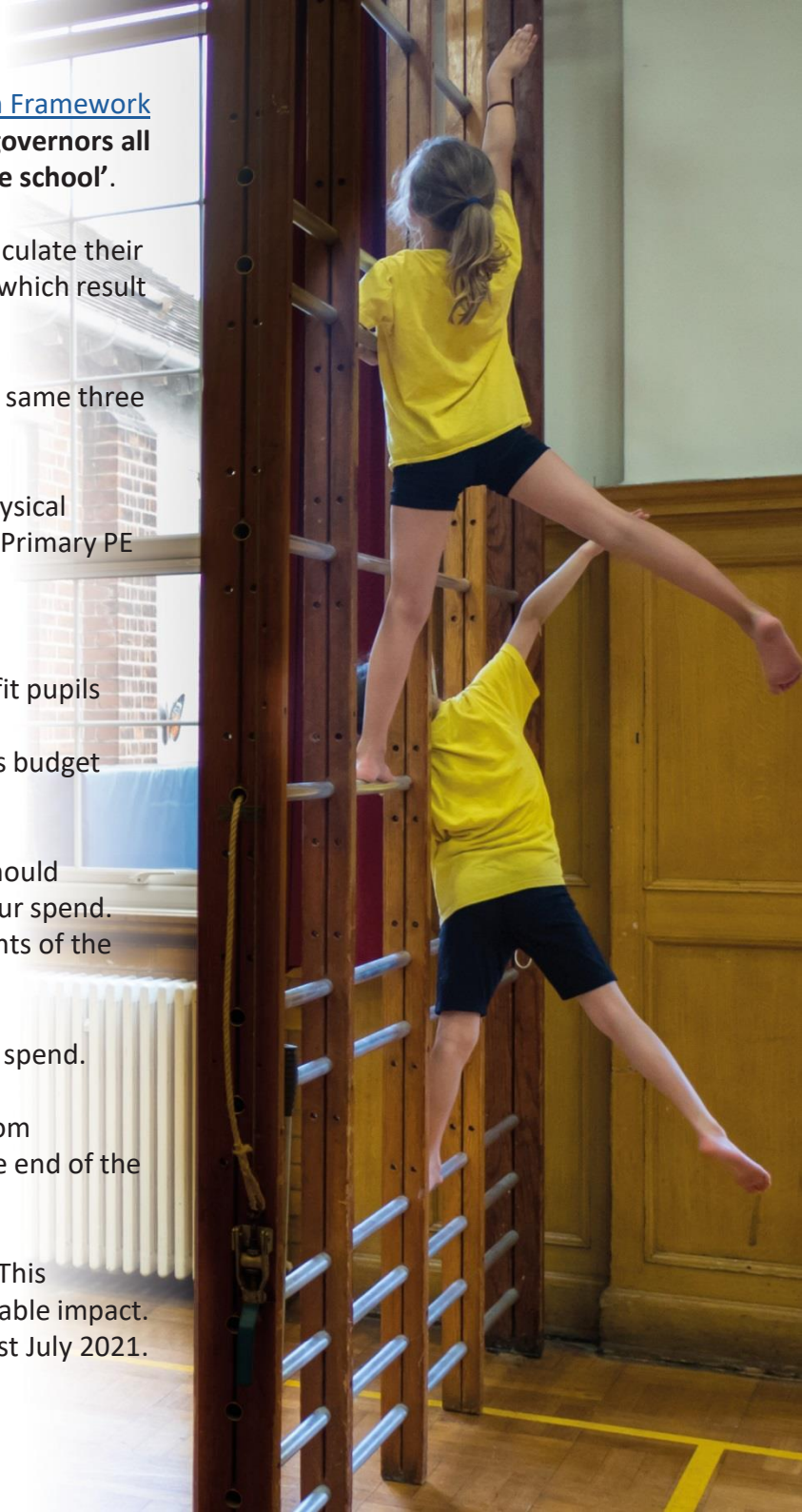
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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:
<p>The school participated in all festivals offered by our local cluster group. PE was a high priority within work set for home learning.</p>	<p>New KS2 teacher – need for PE training</p> <p>Resources to be purchased to support new scheme for teaching PE</p> <p>Resources to be purchased to enhance active play times and for use in after school clubs and competitions.</p> <p>Training given to older KS2 pupils to enable them to become play leaders within the school.</p>

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

Delete as applicable

<b>Total amount carried forward from 2019/2020</b>	<b>£5,106.32</b>
<b>+ Total amount for this academic year 2020/2021</b>	<b>£16,480</b>
<b>= Total to be spent by 31st July 2021</b>	<b>£21,586.32</b>

<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 which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></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 2021.</p> <p>Please see note above.</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	100%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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>	No

## 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: £	Date Updated:		
<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			Percentage of total allocation:	
			%	
			38.5	
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:
To engage all pupils in regular physical activity.	Pupils engage in weekly outdoor learning sessions incorporating physical activities and team work and cooperation exercises.		£4,496 FS teacher. £780 – TA cost	Pupils enjoy outdoor learning and have developed team skills and cooperation which has been reflected in the classroom. These sessions have helped with their mental health during the pandemic.
To support all pupils to become physically active and for them to focus on the fundamental movement skills.	TA to support class teacher in PE and Forest school to give less active and SEND children extra support.		£780 – TA cost	SEND pupils are able to access the PE curriculum and make progress.
	Purchase netball/basketball hoop for use at playtimes and for after school clubs.		£270	Pupils engage physically at playtimes and attend after school clubs which enable them to enter sports festivals.
To encourage pupils to take part in active games at playtime and to participate in after school clubs.	Develop play zones particularly water zone for children to engage in active and cooperative play.		£1,500 (water zone equipment)	Children are able to safely access a variety of play zones which offer different types of physical play.

To engage all pupils in regular physical activity.		£500 (bark for climbing zone)		Play zones used in future years.
<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:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	5
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:
PE is seen as an important part of the curriculum. Children engage in PE lessons enthusiastically and recognise the benefits of exercise.	☑ Visit by Life Education Bus	£200	Online session delivered which focussed on mental health and feelings. Pupils able to identify feelings and think of ways to stay in touch with friends & family during the pandemic.	Pupils are able to maintain their physical health through exercise and healthy eating and have learned strategies to help with their mental health.
The physical and mental wellbeing of the children is of a high priority.	☑ Resources purchased for outdoor learning, gardening and PE.	£110 materials for gardening club	Children engage regularly in outdoor learning which encourages physical activity and mental wellbeing.	
The school values are taught through PE & physical exercise.	☑ Gym run	£200		
To encourage pupils to take leadership roles within PE and within the school.	Play Leader training from Malmesbury Secondary School.	No cost		Y6 play leaders have offered extra activities at lunchtimes.
	Stay Safe Initiative launched in school and Y5 given leadership training.	£600	Pupils take a leadership role within the school to help with physical activity, pupil safety and mental wellbeing.	This will be developed further next year when our older children can mix with our younger pupils.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	18
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:
To provide training for school staff to enable them to deliver high quality PE lessons.  To engage pupils in physically challenging and motivational PE lessons.	Whole school REAL PE training  Whole school REAL GYM Training  Whole school REAL Dance Training Yearly subscription for Jasmine/REAL PE  Tag rugby coach to work alongside class teacher (6 sessions)	£495  £800  £400 £195  £364	All staff now familiar with and using REAL PE scheme to teach PE. This has also been used for home learning tasks enabling pupils to stay active during Lockdown.  Teachers able to plan engaging lessons using new resources purchased.  KS2 teacher has a programme of work for teaching TAG rugby and a more secure understanding of the game.	Staff knowledge & confidence sustained for future years and cascaded to new staff.
To provide resources for the delivery of PE lessons..	Purchase resources to support delivery of REAL PE, GYM & DANCE lessons.	£1010 (2 teacher lap tops to deliver jasmine/REAL PE)  £704 (2 pupil ipads for recording & evaluating		

		performance) £70 – spots and arrows for Gym lessons.		
<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>	2
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: Pupils engage in a range of sports and less active children encouraged to participate in activities which motivate them to become more active and help with emotional wellbeing.	To offer a range of after school clubs including circus skills, parkour, yoga, tri golf  Rugby coach (see key indicator 3)  Tri golf coach sessions given to KS2 pupils.	£500      No cost	<b>Unable to do this due to Covid so will use any underspend to achieve this next year.</b>   Pupils have knowledge of how to play the game and were able to enter Tri Golf festival.	Pupils are more likely to continue with a sport outside of school and their physical and mental wellbeing is improved.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	10
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:
To increase the number of tournaments and festivals entered and the number of pupils participating in competitive sport.	<p>Tri golf coach to teach us how to play in preparation for a festival.</p> <p>Release time for PE coordinator to organise entry to festivals and to accompany pupils.</p> <p>PE Coordinator to attend cluster meetings to find out about upcoming festivals and be involved in planning the festival calendar.</p>	<p>NO cost</p> <p>£700</p> <p>£1,384</p>	Pupils able to engage in new sports and enter festivals within the local cluster group of school.	Pupils more engaged and confident in competitive sport leading to continuation of the sport in the future outside of school.

Signed off by	
Head Teacher:	David Cook
Date:	23.7.21
Subject Leader:	Vanessa Newman
Date:	14.7.21
Governor:	Jane Henshall
Date:	23.7.21