

# 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:

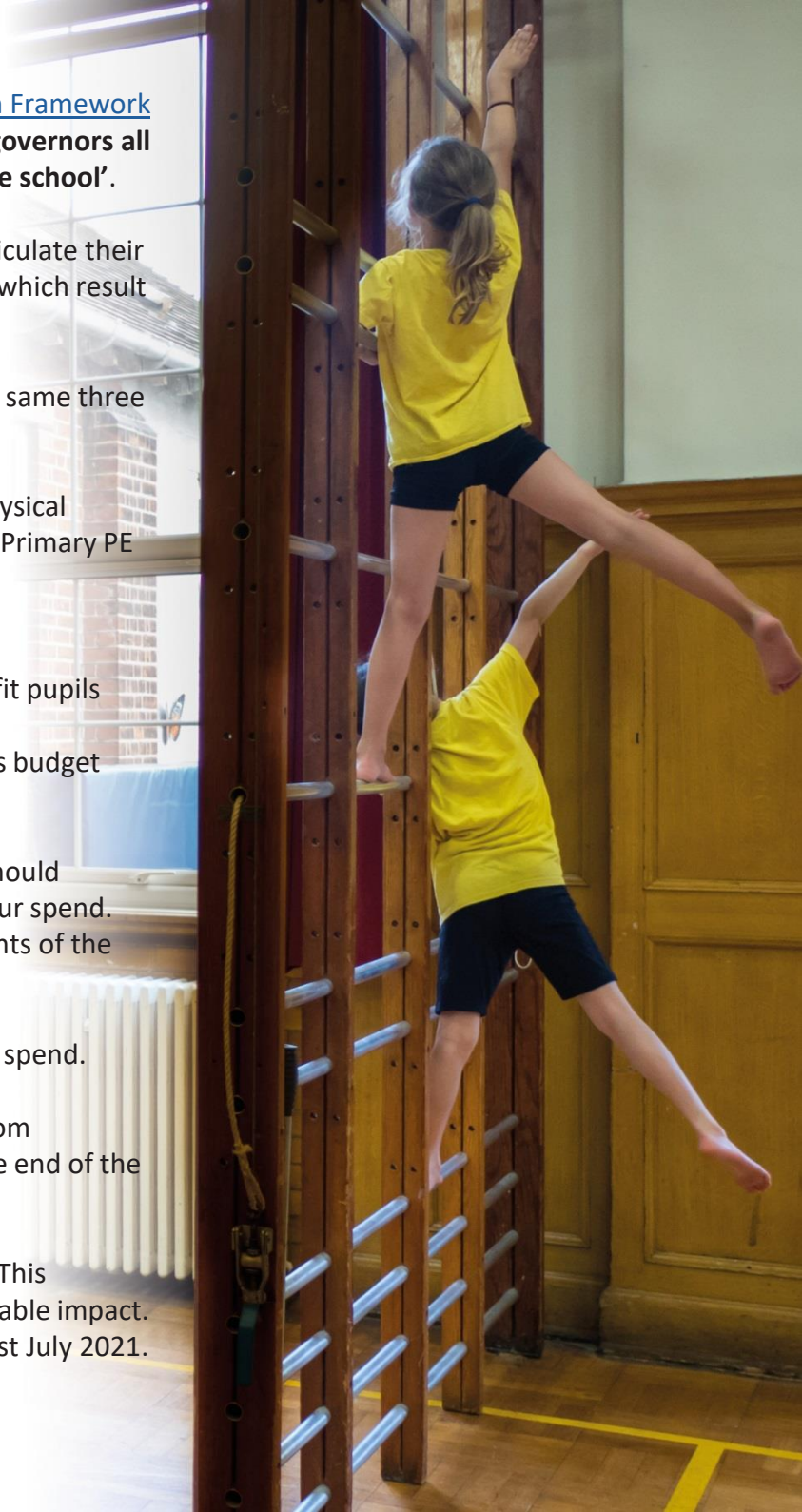
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](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.

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"><li>Supported remote learning during lockdown with suggestions for activities that could be done at home</li><li>Playground resources audited and new resources purchased to increase the range of games children can play</li><li>Created a curriculum map for Forest school together with Long and Medium Term plans and strengthened planning.</li><li>Good response from parents and children to the Sport England Active Lives Survey – report now received</li><li></li></ul>	<ul style="list-style-type: none"><li>Baseline children’s fitness, activity levels and skills competency following the periods of lockdown to plan to address any needs identified</li><li>Look for opportunities to provide more competitive activities within the school and externally</li><li>Find ways to involve the whole school community in getting active and becoming healthier</li><li>Sports Lead to audit PE provision across the school and provide CPD to teachers where needed</li><li>Continue to increase activity levels of children during the day, particularly in the classroom</li><li>Relaunch Daily Mile following lockdowns</li><li>Continue to work towards PE and Sport being at the heart of school life and as a tool for whole school improvement</li></ul>

<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>	N/A INFANT SCHOOL
<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>	N/A INFANT SCHOOL
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A INFANT SCHOOL
<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>	Yes/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: 2021/22		Total fund allocated: £17709	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:
				75%
Intent	Implementation		Impact	£13,308
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><b>To enable and encourage all pupils to take part in regular physical activity so that they are all active for at least 30 minutes per day leading to improved attainment and improved physical and emotional wellbeing:</b></p> <p>Continue to promote physical activity at lunchtimes by providing KS1 pupils with structured activities</p>	<ul style="list-style-type: none"> <li>PE Lead to continue to lead games some lunchtime and encourage MSAs to lead games</li> <li>Regular reminders to MSAs to interact with the children and initiate games</li> <li>Resources to be regularly refreshed and replenished to keep children active on playground both at breaktime and lunchtime</li> <li>Obtain designs and quotes to replace old climbing frame and damaged safety surface</li> </ul>	<p>£3496</p> <p>£500</p> <p>£5,000</p>	<ul style="list-style-type: none"> <li>MSAs are now more confident to initiate and facilitate activities and support each other with this – rota in place so that all zones are covered by an MSA (observations)</li> <li>Children are motivated to be more active and will enjoy using different equipment (pupil voice)</li> </ul>	<ul style="list-style-type: none"> <li>Regular refreshing and replenishment of resources</li> </ul>
SLT to look for ways to increase activity levels in the classroom / curriculum	<ul style="list-style-type: none"> <li>Promote other resources that are available eg Active Maths, Premier league resources, 5-a-day Active</li> <li>Encourage teachers to take lessons outside</li> <li>Encourage use of the allotment</li> </ul>		<ul style="list-style-type: none"> <li>Activity levels across the school will improve</li> <li>Children's concentration and engagement could improve</li> <li>Children will be inspired to eat healthily by growing vegetables in the school allotment and will also be outside and active school</li> </ul>	<ul style="list-style-type: none"> <li>Encourage classes to utilise school allotment more</li> <li>Teachers to be encouraged to do more learning outdoors.</li> </ul>
Relaunch the daily mile	<ul style="list-style-type: none"> <li>No timetabled times</li> <li>Can be done anywhere (playground, field, MUGA)</li> <li>Expectation that it is done 3 times a week by all classes</li> </ul>		<ul style="list-style-type: none"> <li>Activity levels across the school will improve</li> <li>Children's concentration and engagement could improve</li> </ul>	

Support SEN children and their activity levels	<ul style="list-style-type: none"> <li>• Lunchtime clubs for SEN children inclusive activities</li> <li>• All PE lessons to be inclusive with activities adapted to cater for SEN children</li> </ul>		<ul style="list-style-type: none"> <li>• Lesson observations will show that all abilities are being catered for.</li> <li>• Lesson observations will show inclusion</li> </ul>	
Increase activity levels in the most inactive children	<ul style="list-style-type: none"> <li>• With the help of teachers, PE Lead to identify the most inactive children</li> <li>• Carry out a pupil voice exercise with these children, analyse the results and draw up an action plan</li> <li>• Breaktime and lunchtime clubs for inactive children</li> <li>• PE Lead to consider re-introducing Wellbeing sessions for identified children to boost physical and mental health</li> </ul>	£500  £2622	<ul style="list-style-type: none"> <li>• The activity level of some of these children will improve</li> <li>• Identified children's mental health will improve</li> <li>•</li> </ul>	
To promote healthy lifestyles to all children across the school	<ul style="list-style-type: none"> <li>• A-Life Healthy Workshop</li> <li>• Liaise closely with PHSE Lead to find opportunities to promote this</li> <li>• As a school promoting healthy eating in class and PE lessons</li> </ul>	£998	<ul style="list-style-type: none"> <li>• Children will be motivated to lead a healthy active lifestyle and can take part in the 7-day challenge on A-Life website</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Book A-Life every year for November</li> <li>• Ask for parent contributions towards cost if Sport Premium Grant ends</li> </ul>
To promote physical active lifestyles by encouraging children to travel actively and to promote their families to be more active	<ul style="list-style-type: none"> <li>• Children in Early Years to focus on road safety by walking around the school site, learning how to cross the road using zebra crossing</li> <li>• Sign up to Walk to School week and other travel initiatives – whole school</li> <li>• Children in KS1 to take part in scooter safety training – delivered by school staff</li> <li>• Continue to maintain Mode shift Stars Silver Travel Award – Whole School</li> <li>• Promote community initiatives to families via newsletter, website &amp; APP</li> </ul>	£232	<ul style="list-style-type: none"> <li>• children will develop an understanding of how road safety is a shared responsibility</li> <li>• children will understand how active travel contributes to their daily exercise (pupil voice)</li> <li>• Adults will be good role models for the children and the whole school community is encouraged to be more active.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote active travel initiatives across the</li> </ul>
Continue Forest School sessions for all children to be active in a natural environment and promote a healthy active lifestyle, healthy eating and mental wellbeing	<ul style="list-style-type: none"> <li>• Continue to provide outdoor learning and Forest School sessions – every child to have 3 half terms of Forest School sessions with a qualified Forest School Leader.</li> </ul>	PPA for FS lead	<ul style="list-style-type: none"> <li>• Children will be active outdoors learning across the curriculum and about healthy active living. Children's self-esteem will increase. (Pupil Voice / teacher assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to plan activities for Forest School</li> <li>• SLT / Governing Body committed to fund salary of Forest School Lead from school budget</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:
				8%
Intent	Implementation		Impact	£1420
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 raise the profile of physical activity and sport by providing high quality PE lessons and celebrating children's achievements:	<ul style="list-style-type: none"> <li>regularly update display in corridor promoting PE and clubs</li> <li>Termly newsletter on children's learning for term in both PE and Forest School</li> <li>Report on sporting activities and achievements in newsletter, app, website</li> </ul>	PPA/Leadership time across the year	<ul style="list-style-type: none"> <li>The profile of PE will be raised across the school with better quality PE lessons (<i>observations / pupil voice / parent questionnaires</i>)</li> <li>Children encouraged to be active throughout school life</li> <li>Children gain skills by using existing and new PE equipment in the school</li> </ul>	<ul style="list-style-type: none"> <li>SLT and governors should see the benefits of the raised profile and commit to funding if the grant is discontinued</li> </ul>
To encourage development of cross curricular links to sporting activities so that activity is embedded in every area of learning and document the cross curricular links of Forest School	<ul style="list-style-type: none"> <li>Continue to sign up to Youth Sport Trust</li> <li>Continue to Subscribe to 5-a-day Active</li> <li>Promote the use of the free resources from Premier League Primary Stars</li> <li>Continue to develop the schools Forest School curriculum map</li> </ul>	£500 membership £350 membership see above £500	<ul style="list-style-type: none"> <li>Outcomes for children will improve (<i>improved results / assessments</i>)</li> <li>Cross-curricular links will be strengthened (<i>learning walks / teacher questionnaires</i>)</li> </ul>	
To use an audit tool to determine current skills and provision	<ul style="list-style-type: none"> <li>Annually audit using Youth Sport Trust quality tool</li> <li>Results from the recent Sport England Active Lives survey will be analysed and used to help formulate future PE plans</li> </ul>	PPA/Leadership time £70	<ul style="list-style-type: none"> <li>Our YST Silver Award is maintained</li> <li>Awareness of physical education's contribution to public health and well-being is raised</li> <li>Identify areas for improvement and development of staff with the skills and qualities required to assure high quality physical education and sport in school</li> <li>PESSPA is seen as a tool for whole school improvement and is at heart of SDP</li> </ul>	<ul style="list-style-type: none"> <li>Continually auditing provision to ensure the quality of provision becomes outstanding</li> <li>Support and commitment from GB &amp; SLT together with whole school commitment</li> <li>With SLT support, work towards afPE Quality Mark as this is a very prestigious award to achieve</li> </ul>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
Intent	Implementation		Impact	£250
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:
In order to improve progress and achievement of all pupils the aim will be to upskill staff across the school thereby increasing their confidence	<ul style="list-style-type: none"> <li>• Staff to observe PE deliver PE if it will help their development</li> <li>• Staff to be asked to complete a questionnaire</li> <li>• Subject lead to attend relevant training courses and disseminate information</li> <li>• PE Lead to observe teachers</li> <li>• </li> </ul>	£250	<ul style="list-style-type: none"> <li>• Subject leader is acquiring improved leadership skills and confidence enabling the subject leader to lead professional learning for all staff</li> <li>• Increased confidence, knowledge and skills of all staff in teaching PE and sport to ensure all children have access to high quality PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Cascade knowledge to teaching staff so that they can provide good quality sessions</li> <li>• Subject Leader to ensure consistency of high quality PE lessons across the school</li> <li>• SLT commit to PE Lead release time to observe</li> </ul>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
Intent	Implementation		Impact	£2900
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:
<b>Aim to broaden the range of sports and activities:</b> To provide specific sport activity days to give children access to different sports	<ul style="list-style-type: none"> <li>• Skipping workshop</li> <li>• Multi-Skills festival</li> <li>• Sports Day/events</li> <li>• Scooter workshop for KS1</li> </ul>	£500	<ul style="list-style-type: none"> <li>• Children gain skills they can use at lunchtimes and at home (<i>playground observations / pupil voice / parent questionnaires</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide skipping workshops annually as this increases activity on playground</li> </ul>
To provide experience of different sports and games	<ul style="list-style-type: none"> <li>• Utilise the equipment for different sports that was purchased last year</li> <li>• Incorporate different sports into PE lessons, lunchtime activities, after-school clubs</li> </ul>		<ul style="list-style-type: none"> <li>• Children gain a range of skills in different sports</li> <li>• Children motivated to participate in different sports</li> <li>• Sports Leaders are good role models to motivate our children to participate in games</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to look for new resources for different activities</li> <li>• Continue to liaise with Junior School</li> <li>• Continue to include different sports in lessons</li> </ul>
To extend and enrich our range of after-school/before school clubs and lunchtime activities to give a broader experience of different sports, activities and games	<ul style="list-style-type: none"> <li>• Add to the range of after-school sports clubs already on offer</li> <li>• Aim to give as many children as possible an opportunity to attend these after-school clubs by offering some of them for free or subsidizing them</li> <li>• Continue to run and support current clubs</li> <li>• Continue to run the Holiday Activity Club</li> <li>• Questionnaire to parents to gain feedback on after school provision</li> <li>• Use pupil voice to gain feedback from pupils</li> <li>•</li> </ul>	Clubs partly subsidized £2400	<ul style="list-style-type: none"> <li>• More children are encouraged to attend the clubs (<i>club registers / pupil voice / parent questionnaires</i>)</li> <li>• Children have an opportunity to develop different physical skills</li> <li>• Children encouraged to be active and to try different activities and sports</li> <li>• Analysis shows an average of 73% of KS1 pupils access the after school clubs (<i>analysis report</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Research different sports clubs for after-school</li> <li>• Continue to use parent questionnaires and pupil voice to inform future development</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
To develop intra school competition for KS1 and increase participation in competitive sport:	<ul style="list-style-type: none"> <li>Children in Year 1 compete against each other and Year 2 compete against each other</li> <li>Develop team game activities on the playground and during the EYFS curriculum to support PD and PSED</li> <li>Run inter year games - Football/Multi skills festival.</li> <li>Run inter class tournaments at lunchtime</li> <li>Sports event to be more competitive and have an overall winner</li> </ul>		<ul style="list-style-type: none"> <li>Outcomes for children will improve</li> <li>Cross-curricular links will be strengthened</li> <li>Children will experience winning and losing ready for junior school</li> </ul>	<ul style="list-style-type: none"> <li>Continually look for opportunities to run events internally and with other schools</li> </ul>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	