

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



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

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 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:
<p>Review of health and safety measures informed by professional associations to enable safe delivery of PE lessons in the pandemic.</p> <p>Additional opportunities for children to be physically active in the light of restrictions on movement within the classroom from June 2020.</p> <p>Introduction of daily active 'Pit Stops' to increase physical activity from June 2020.</p> <p>Employment of PE and Sports Apprentice to support and promote physical activity throughout the school day.</p>	<p>Review of control measures in line with Step 4 of the government roadmap from September 2021.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

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.	Swimming lessons were interrupted at the beginning of the pandemic. These resumed in June 2021.
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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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:
				%
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:
For all children to engage in physical activity for at least 30 minutes a day through active play, PE and sport and extra-curricular activities.	<ul style="list-style-type: none"> <li>PE curriculum time at least 2 hours a week</li> <li>Curriculum includes a range of Paralympic sports for when the weather is too poor for outside activity</li> <li>Organised activities at playtime to encourage children to be active</li> <li>'Pit Stops' between lessons to encourage children to move around</li> <li>Wide range of extra-curricular opportunities <i>(restricted during pandemic)</i></li> </ul>	£10,041 (PE and Sport Apprentice)	All children are physically active for at least 30 minutes a day  High levels of enthusiasm for physical activity	Resume extra-curricular sport from September 2021: after-school clubs; lunchtime clubs; inter-school sport  PE and Sports Apprentice to organise extra-curricular lunch time activities, e.g. football, running

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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>Develop knowledge and skills in the following disciplines:</p> <ul style="list-style-type: none"> <li>Swimming</li> <li>Dance</li> <li>Gymnastics</li> <li>Athletics</li> <li>Organised games: rugby, netball, cricket, lacrosse, football, hockey, tennis</li> <li>Paralympic sports such as boccia</li> </ul> <p>Develop understanding of the role of physical activity in staying mentally and physically well</p>	<p>PE curriculum time at least 2 hours a week</p> <p>Subject specialist leading PE and sport (<i>retiring July 2021</i>)</p> <p>Specialist coaching in swimming and rugby</p> <p>Engagement in local initiatives to promote emotional health and well-being (MindSPACE and Inspire+)</p> <p>EHWB Journalling project 2020 / 2021</p>	<p>£1000 (cover)</p> <p>£4,720</p>	<ul style="list-style-type: none"> <li>Everyone aspires to represent the school</li> <li>Children are motivated and inspired by visits from Inspire+ Ambassadors</li> <li>G&amp;T and School Ambassadors support the learning of fellow pupils in PE lessons</li> <li>Mentoring of identified children by Sports Apprentice has had a positive impact upon confidence</li> <li>Sports Apprentice has supported a child with physical disability in lessons and with daily physiotherapy</li> <li>Enthusiastic engagement in EHWB initiatives</li> <li>Outcomes of Stirling Well-being scale suggests high levels of well-being across the school</li> </ul>	<p>Resumption of Stamford and District Sports Association to promote inter-school PE and sport from September 2021</p> <p>Appointment of new PE and Sport Apprentice from September 2021</p> <p>Appointment of Early Careers Teacher with a view to developing the role of PE and Sport Lead</p> <p>Investment in CPD and curriculum support materials to develop ECT's knowledge and skills to ensure that high standards of teaching and learning in PE are maintained</p> <p>Continued engagement in EHWB initiatives (MindSPACE and Inspire+) 2021 and beyond</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
All staff involved in the teaching of PE and Sport demonstrate high levels of knowledge and understanding relating to pedagogy and individual sporting disciplines.	Subject specialist leading PE and sport ( <i>retiring July 2021</i> )			<p>Appointment of Early Careers Teacher with a particular interest in PE and Sport</p> <p>Investment in CPD and curriculum support materials to develop ECT's knowledge and skills to ensure that high standards of teaching and learning in PE are maintained</p> <p>Investment in mentoring and support for ECT through Inspire+ to develop knowledge and pedagogy</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Additional achievements:</p> <p><i>COVID19 has limited access to further opportunities to broaden the range of sports on offer. Swimming and gymnastics have been adversely affected by the pandemic. However, the school has maintained opportunities for children to engage in:</i></p> <p><i>Netball</i>  <i>Cricket</i>  <i>Football</i>  <i>Athletics</i>  <i>Tennis</i></p>	Additional opportunities to engage in summer games during the autumn term of 2020: tennis, cricket and athletics as these were deemed COVID-safe with strict control measures in place		Children did continue to engage and develop skills in COVID-safe activities	Resumption of full range of PE and Sport activities from September 2021

Key indicator 5: Increased participation in competitive sport				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:
For all children to have the opportunity to participate in intra and inter-school competitive sport	<p>As a result of COVID, greater emphasis has been placed upon intra-school sport:</p> <p>Winter Wonderland Run (whole school)</p> <p>Sports Day (whole school)</p> <p>Inter-house cross-country (KS2)</p> <p>Inter-house netball (selected Y56)</p> <p>Inter-house rounders (all Y56)</p> <p><i>No inter-school sport took place in the academic year 2020 / 2021 due to the pandemic.</i></p>		All children had the opportunity to represent their school house in competitive sport	Resumption of inter-school sport from September 2021

Signed off by	
Head Teacher:	
Date:	July 2021
Subject Leader:	
Date:	July 2021

Governor:	N Stephens
Date:	September 2021