

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
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
- 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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• School Games Gold Award 2016-17, 2017-18, 2018-19, 2019-20</li> <li>• Regular participation in cluster school competitions</li> <li>• Improved performances over time – medals and trophies won</li> <li>• ‘Wake Up, Shake Up’ and Appleton Mile – daily activity</li> <li>• Young Leaders – leading activities at playtime and lunchtime</li> <li>• Expert coaches used for staff CPD – planning and lessons</li> <li>• New sports equipment purchased</li> <li>• High uptake of sports clubs</li> <li>• Increased participation in Change 4 Life activities for less-engaged pupils</li> <li>• 100% participation in virtual competitions</li> <li>• PE Provision is judged to be at least good</li> <li>• Through using Koboca, we can identify the least active pupils, enable student voice to influence extra-curricular provision, and ensure all pupils have the opportunity to represent our school in competition.</li> <li>• Reception and Year 1 Forest School – weekly sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide more opportunities for intra school competitions</li> <li>• Ensure there are opportunities for pupils to be physically active for at least 30 minutes per day</li> <li>• Continue to target less active pupils through C4L</li> <li>• Continue to provide opportunities for pupils to take part in alternative sports and activities such as Tchoukball, archery and kurling</li> <li>• Further develop staff through CPD</li> <li>• Support pupils’ mental health through physical exercise</li> </ul>

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

No

	2018	2019	2020	2021
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 which you can transfer to the pool when school swimming restarts. <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>				
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres? N.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. Please see note above.	100%	100%	No school swimming due to school closures and national restrictions	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	100%	88%	As above	
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%	76%	As above	
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?	Yes	Yes	No	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: £16,630		Date Updated: July 2021	
<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:
					25 %
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 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:
Continue to train Year 5/6 pupils in the delivery of 'Wake Up Shake Up'. Ensure pupils have access to a range of sporting activities during lunchtimes and playtimes.	'Wake Up Shake Up' and Young Leader Training. Apple subscription.		£450	Playtime leaders are skilled in their delivery of sporting activities. Pupils access a range of sporting activities during lunchtimes and playtimes.	Invest in 'Wake Up Shake Up' and Young Leader Training annually.
Continue to provide a range of physical and sporting activities at lunchtime, available for all pupils.	Weekly activities provided by specialist sports coach.		£650	All pupils involved in physical activity during lunchtime.	Continue to invest in regular lunchtime physical activity opportunities for all pupils.
Weekly After School Club sports provision, available for all pupils.	Provide a range of sporting and physical activities over the academic year which encourage high levels of participation.		£1000	All pupils have the opportunity to take part in sports clubs after school.	Continue to advertise and promote sports club in order to encourage high levels of participation.
Pupils have access to high quality outdoor equipment to encourage daily exercise.	Install outdoor play shed and structures.		£2000	Outdoor area is enhanced, giving pupils high quality provision which ensures regular daily activities.	Consider extending the trim trail.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				21%
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 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:
Maintain a wide variety of sports provision.	Broker expert coaching and weekly PE lessons from Swankie Sports.	£1200	The profile of sport in school continues to be at a high level. Pupils access high quality sporting experiences.	Staff work alongside the sports coach to gain CPD which ensures sustainability.
Provide access to good quality sports resources.	Purchase PE equipment, resources and clothing based on the needs of the school. Ensure equipment and resources are maintained appropriately.	£2000 budgeted	PE and school sports resources ensure that high quality teaching and learning can be delivered.	Conduct a PE audit to establish necessary resources.
Celebrate the school's sporting achievements with the whole school community.	Display sporting events and achievements on the screen in the main entrance. Xibo subscription.	£50	The sporting profile of the school is high and achievements are celebrated.	Update the display screen regularly to celebrate current achievements.
Use Koboca to record pupil participation of sporting events.	Upload sporting information to Koboca.	£300	Pupils take part in sporting events and their performances and achievements are recorded and celebrated.	Explore further opportunities through the Koboca website, i.e. pupil surveys.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				7 %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 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:
Maintain high quality PE teaching and learning across the school.	CPD through Swankie Sports – teachers shadow a sports expert in delivering high quality lessons.	£1020	The quality of PE teaching across the school is at least good and outcomes for pupils are good or better. Teachers develop their planning and provision.	Staff have developed teaching strategies for a range of sporting activities. Continue to invest in CPD.
PE subject leader to access CPD through the Swaledale Alliance in order to cascade information to staff. Sporting provision will continue to be of a high quality.	Ensure the PE leader accesses termly meetings/CPD and shares information with staff.	CPD included in the school's Alliance Subscription. £150 supply cover.	Staff knowledge is good. Staff have the necessary skills to deliver an effective PE curriculum.	Continue to provide appropriate staff CPD.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				39 %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 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:
Provide opportunities to participate in different/new sporting activities.	Ensure a range of alternative sporting activities is available, i.e. Chance to Shine cricket and archery.	£500	Pupils receive a wide range of sporting opportunities and take part in different/new activities.	Look for alternative activities which will engage pupils with different interests.
Provide weekly access to forest school for Reception and Year 1 pupils. Provide termly access to forest school to other year groups.	Use the local forest site to enhance forest school provision.	£3000 staffing £1000 to provide cover for Year 2 pupils	Alternative learning environments and skilled staff enable pupils to access high quality learning opportunities. Positive impact on health and wellbeing.	Continue to provide forest school activities and ensure staff are appropriately trained.
Year 5/6 Residential – experience of wider range of outdoor physical activities.	Year 5/6 educational visit to Robinwood. Cost subsidised by school.	£2050	Pupils learn new skills and apply existing skills to new situations.	Continue to provide this opportunity to Year 5/6 pupils every year.

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				8%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Provide opportunities for all pupils to participate in inter school competitions, coaching sessions and activity days.	DB Sports – School Games Provider. Regular competitive sporting activities in a range of disciplines for all ages. Cluster PE Events.	£1260	All children represent the school and compete in inter school competitions. Sport is high profile in the school. Pupils achieve well and this impacts on self-esteem.	School Games Gold Award.  Continue to invest in high quality School Games provision.

Additional Opportunities				Percentage of total allocation:
Intent	Implementation		Impact	0%
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:
Participate in intra school sporting activities/competitions.	Organise internal sporting events, i.e. inter house competitions, Sports Day etc.	N/A	School sports are celebrated. Participation and achievement for all.	Provide more intra school events next year without having to remain in 'bubbles'.
Ensure that less active pupils are given opportunities to participate in sporting events.	'Change 4 Life' club. A group of less engaged pupils will be chosen to represent the school in sporting events.	Included in cost of School Games Provider	Less engaged pupils and those who are disengaged with sport will take part in sporting events – increased self-esteem and teamwork.	Provide opportunities for inter school competitions depending on local and national restrictions.
Retain the Sainsbury's Gold Sports Mark.	Apply through the School Games Organiser.	Included in cost of SG Provider	Successful school sport is acknowledged and celebrated by the school community.	Continue to provide evidence for the Gold Award.
Provide opportunities for all pupils to access school sport activities, regardless of ability.	Promote alternative sports such as dodgeball and tchoukball, and include all abilities.	Included in cost of School Games Provider	Increased pupil participation and improved positive attitudes towards health and wellbeing.	Consider face to face inter school events for less engaged pupils depending on local and national restrictions.