

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 **31st 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>Children's interests considered to offer a varied range of sports.</p> <p>Activities offered every lunchtime, during OPAL, and clubs offered before and after school times.</p> <p>Team teaching opportunities with specialist coaches</p> <p>CPD courses attended by PE curriculum lead</p> <p>Children engaged in daily mile and stickers given out by class teachers</p> <p>Children engaged in some sport competitions (inter and intra). Awards given out in weekly celebration assemblies</p>	<p>To enter more teams into competitions/ continue to take part in Catholic cluster and School games competitions</p> <p>Enhance OAA opportunities in all year groups</p>

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

YES/NO * Delete as applicable

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.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:
What Key indicator(s) are you going to focus on?			Total Carry Over Funding:
			£
Intent	Implementation	Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:
			Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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? 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 2020.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	RNLI sessions with KS2 – Lifeguard visitors (March 2020)

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:	
<p>Key indicator 1: 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:
				%
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>To provide opportunities within the school day for pupils to be physically active</p> <p>Provide opportunities for pupils to experience a range of sports</p>	<p>Developed bank of resources that staff can access in order to increase physical activity during curriculum time. Including:</p> <ul style="list-style-type: none"> Skipping Festival Videos Hoopstarz Hula Hoops Active lessons Mindfulness movements (through thrive) Joe Wicks videos <p>The KS1 yard replaced with grass texture astro-turf.</p> <p>PE Planning Scheme used to enhance exercise (especially during lockdown).</p> <p>KS1 access to OPAL</p>	£10,000	<p>More pupils active each day. Improvements have been seen in pupil's fitness and development of skills (for example skipping). More children are now active during lunchtimes – hula hoops and skipping ropes.</p> <p>The new KS1 yard has encouraged a lot more children to be physically active during play times and lunch times.</p>	<p>Continue play leaders support at lunchtimes – restart OPAL (on hold for most of school due to COVID).</p> <p>Continue to commit to providing all pupils with 30 minutes of physical activity every day.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				Percentage of total allocation:

Created by:



Supported by:



			%	
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?:
<p>Increase motivation in pupils in PE and school sport through visitors and events</p> <p>Continue to raise the profile of school sport and physical activity</p>	<p>Coaches from Eagles basketball and All Stars rugby to teach lessons in KS2. All children have an opportunity to receive a sequence of PE lessons from at least one of these clubs.</p> <p>JJ Sports teaching KS1 and KS2 PE. Helping to raise awareness of physical activity and support teachers.</p> <p>Regular updates on PE and sport on twitter to highlight and recognise pupil achievements.</p> <p>PE Planning Scheme used by teachers.</p> <p>Hoopstarz day and Skipping Festival to increase motivation in pupils in sport.</p> <p>Sports for Schools – Heptathlete Lucy Turner to do a whole school exercise session.</p> <p>Olympic Values activities – linking to other curriculum areas to raise</p>		£2,000	<p>More pupils inspired to participate in physical activity – observed during lessons and during lunch times.</p> <p>More pupils taking part in activities and outdoor adventures. Support from parents and carers shown during lockdown and in response to tweets.</p> <p>School community are knowledgeable of the sporting activities taking place in school through regular updates and in newsletters.</p>
				<p>Sustainability and suggested next steps:</p> <p>Extend OPAL sport activities into playtimes and introduce more activities.</p> <p>Provide staff training for OAA and OPAL – links to geography</p>

	profile of PE.			
--	----------------	--	--	--

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:
<p>Improve quality of teaching and learning in PE for non-specialist teachers</p> <p>Purchase new PE equipment to increase staff confidence in the delivery of PE lessons</p>	<p>Organised for sports coaches to deliver sessions alongside class teachers (JJ Sports, Eagles Basketball, All Stars Rugby, Hoopstarz, Skipping Festival)</p> <p>Sports for Schools Event – athlete and sportivator providing whole class workout activity</p> <p>PE curriculum lead has attended CPD sessions via zoom.</p> <p>Invested in PE Planning Scheme.</p> <p>New equipment brought for KS1 and KS2: 20 footballs 20 rugby balls 30 sponge balls 20 basketballs New wooden benches New sports mats</p>	£2,000	<p>PE curriculum lead is more confident in role</p> <p>Teachers are growing more confident in planning and delivering sessions – getting advice/activities/ideas from external sports coaches and using the PE planning scheme.</p> <p>PE equipment used more effectively in all lessons</p> <p>PE curriculum lead has taken responsibility for planning additional lessons, wherever possible links have been made to other aspects of pupils’ current curriculum studies (for example Olympic Values).</p>	Look into getting more PE storage – use of ‘lock-ups’ when furniture back in school
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: Provide a wider range of sport activities for all pupils within and outside the curriculum in order to maximise pupil's physical activity levels.</p> <p>Pupil voice on sports and activities.</p> <p>Provide unique opportunities for sport (Covid friendly)</p>	<p>Virtual Skipping festival competition whole school</p> <p>Outdoor Adventurous Activities for year 6 during residential camp at school</p> <p>Olympic Values focused activities</p> <p>Sports Days</p> <p>Hoopstarz day</p> <p>Sports for Schools fitness session</p> <p>Virtual Games Competition for KS2</p>	£3,000	<p>More children involved in sport activities during play times.</p> <p>Pupils engaged in a variety of alternative sports – giving children opportunities to try new sports within school</p>	<p>Speak to School Council about what PE activities pupils would like to have introduced in following academic year.</p> <p>Restart before and after school clubs.</p> <p>Pupil sport ambassadors – speak to school council in autumn term about this.</p>

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:
<p>KS1 & KS2 sports days planned for in advance with all children being given a greater opportunity to participate</p> <p>Plan opportunities to compete in a range of sports within school.</p> <p>Ensure pupils have access to high quality competitive sports</p>	<p>Entered whole of KS2 into Virtual School Games competitions</p> <p>Competitive sports days' activities planned</p> <p>Whole school entered into Virtual Skipping Festival</p>	£1,000	<p>All children engaged with skipping school training programme. This has been a huge success for many years at EMPS and children are always very enthusiastic about attending.</p> <p>Children explore and are engaged by a wider range of sport leading them to be more active and become champions of sport.</p>	<p>Organise inter-school competitions such as basketball, skipping etc.</p> <p>Attend Catholic Schools competitions</p>