

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:

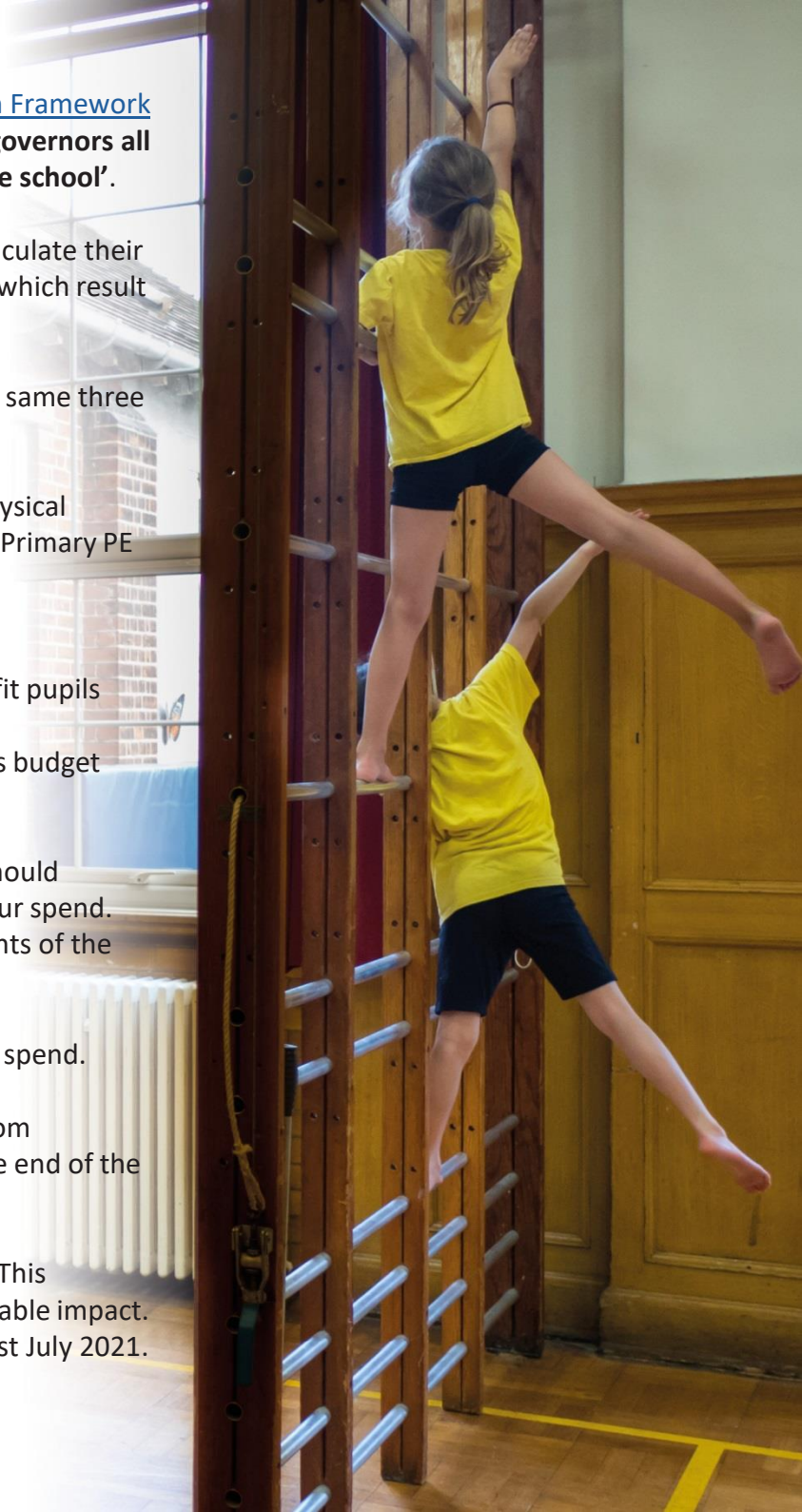
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 **31st 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:
<ul style="list-style-type: none"> • 2 hours of PE a week • Active lunchtimes • Range of sports in PE lessons • Individual skills for pupils • Virtual competitions 	<ul style="list-style-type: none"> • Clear progression of skills for each year group • Activity days • Promote active lunchtimes and playtime • Wider variety of after school clubs on offer

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £..0....
+ Total amount for this academic year 2020/2021 £..16,760....
= Total to be spent by 31st July 2021 £..15,354.57

<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>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.</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>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.</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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 over and above 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: £16,760		Date Updated:19/7/2021	
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					Percentage of total allocation:
					34%
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:
Employ a lunchtime games coordinator – organise games and activities at lunchtimes (part of Mecalfe sports)	Coordinator employed 2 lunchtimes a week	£1900	Variety of games organised , loess problems at lunchtime. Children active	Continue next year	
	Ta employed 5 lunchtimes a week	£1621.57			
Sporting ambassadors trained and able to organize games	Children confident to lead and organise games		Lots of different games led by sporting ambassadors, leadership skills developed, in charge of equipment	Continue next year	
Wider variety of sports equipment	Buy additional equipment for children at lunchtimes and playtimes	£818.75	More variety of equipment	Assess next year	
Shed base	Shed for storage of new equipment	£505	Due to pupils in separate bubbles, this allowed all Ks1 pupils to access the field whatever the weather	Replenish where necessary	
Providing access for KS1 children to field at all times of the year	buy snow suits so all children can access the field all throughout the year	£789.75			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				18%
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:
Participating in more tournaments by joining the local area sports partnership- virtual competitions due to limitations of Covid but enabling all pupils to participate .	Full membership to Local area sports partnership- access to inclusive sports coaching, a wide variety of tournaments, healthy lifestyles activities for groups of children, staff training,	£2600	PE coordinator attends 3 local meetings for updates and training, playground leaders training, G and T pupils attend courses, well being training sporting ambassadors, wide variety of tournaments attended by pupils	Continue with full membership next academic year, use GALS and LADS training, virtual competitions
Raising the profile of well being across the school	Full membership, plants and compost, wheelbarrow	£211 £39	Both pupils in KS1 and KS2 involved in developing the school grounds ,growing spring and summer plants, maintaining the gardens	Further develop the role of well being ambassadors within the school in both key stages.
Celebration of successes in assembly, on website, newsletters, and local village paper and twitter	Update website regularly, send sporting successes to local village paper		Wider community aware of sporting successes and importance of sport within the school	Continue to celebrate success and involvement with wider community
Staff hoodies	Team focus, Promote the school when attending competitions, raise profile of the school	£181.50	Staff felt they belonged to a team, proud to wear them	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
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:
Develop skills of staff to deliver PE to improve the quality of teaching and learning - gymnastics, tennis basketball and field games Two days for staff to attend training, developing staff skills	Employ a coach to work alongside staff to develop their skills and develop skills of the children Use of Partnership team for active groups, Big moves and inclusive sports Updates with latest guidance, training provided, including cover	£3800 £2336.00	Staff confidence increased, staff trained in Big Moves, support staff greater awareness of importance of healthy lifestyles , games U to date with current guidance	Staff and sports coach work in partnership, both leading and supporting sessions Create a clear progression of skills for all classes
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 3%
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:
Additional achievements: Extra inclusive sports coach	Provide support for a small group of children to improve team work, winning and losing	£250	50% of the pupils in this group found participating in PE and sport at playtimes/ lunchtimes challenging. Those children join in in all PE sessions and Lunchtime problems have decreased significantly.	Book inclusive sports coaching for a small group of children
To refurbish the Forest Area for KS1	Clearing, maintenance , sating, tables for ks1 pupils to learn, spend time	£302	Children in Ks1 able to participate in a wider rnge of outdoor learning in a designated area	Continue to develop the forest area. Training for staff , activity days, woodland area within village

				to develop and plant trees in celebration of the Jubilee.
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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
Attend more competitions organized by the local school's sports partnership,	Join the South Leicestershire School partnership	See previous allocation of funding for Schools Sports Partnership	All children in ks1 and ks2 have participated in virtual competitions this year organised by School partnerships	Participate in mixture of virtual and team competitive sports , friendly games between local schools

Signed off by	
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Subject Leader:	<i>AVickers</i>
Date:	19.7.2021
Governor:	
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