

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:

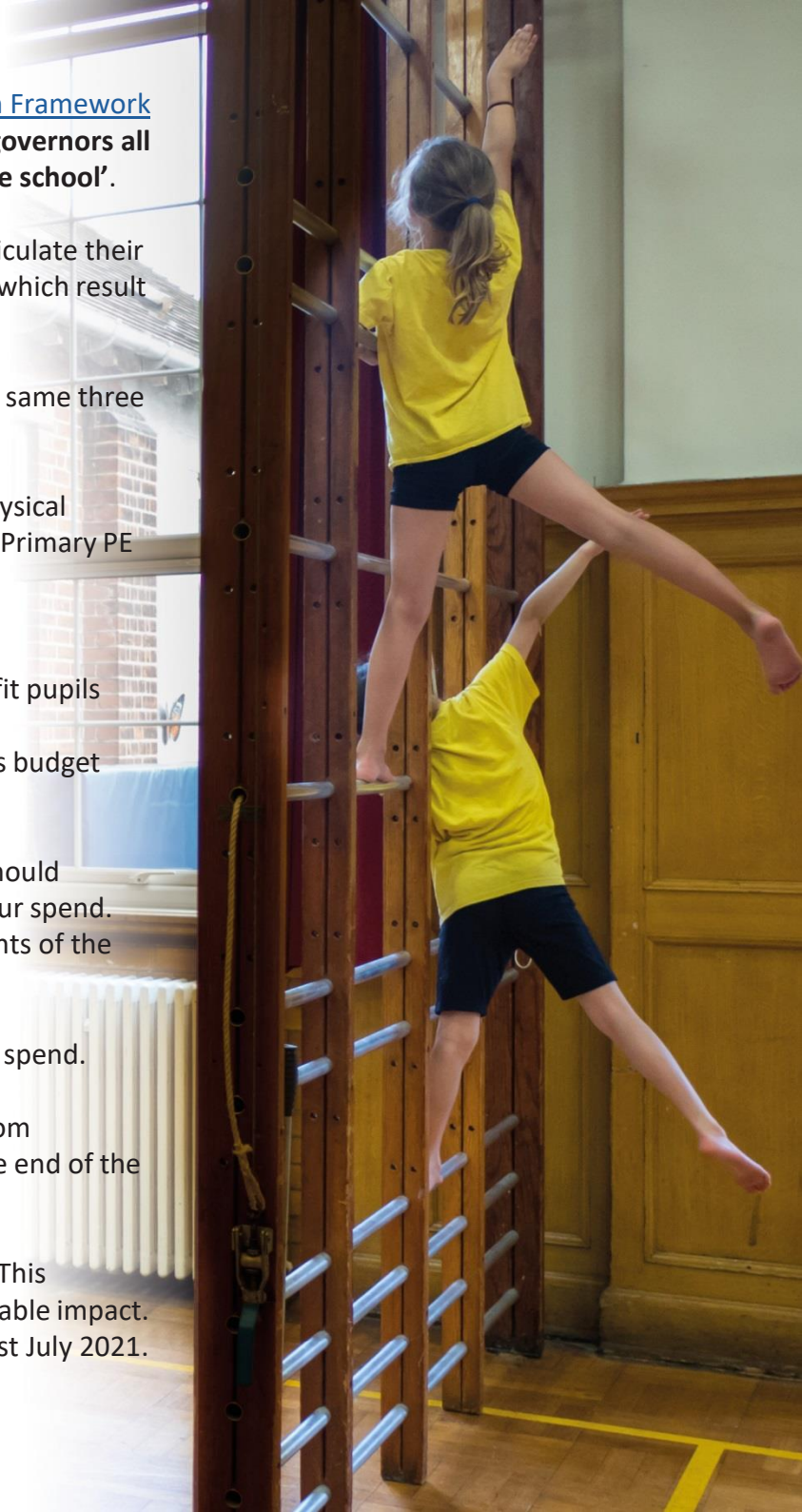
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> • Employment of an external P.E. coach to improve the quality of physical education. • Zoned areas at playtime and lunchtime to provide a range of sport activities. • Defined and developed Early Years outdoor classroom to further develop outdoor physical activity across school. 	<ul style="list-style-type: none"> • Swimming lessons for Year 3 and 4 for full year – when restrictions are lifted due to Covid-19. • To improve the participation in a range of sports • Further develop opportunities to participate in a range of competitive sports • Invest in equipment and sports kits • Further develop Forest School • Further develop the Early Years outdoor classroom.

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

Total amount carried forward from 2019/2020 £ 0

+ Total amount for this academic year 2020/2021 £ 16, 670

Total spent £10, 909. Carry forward £5761. Total to be spent by July 2022 - £22,431

<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>Due to Covid-19, swimming lessons were cancelled so percentages are rough estimates.</p> <p>Swimming lessons will continue when Government guidance and risk assessments allow.</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>	<p>50%</p>
<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>	<p>40%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>0%</p>
<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>	<p>No</p>

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, 670		Date Updated: June 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: 44%
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:
Improve the quality of Sport provision within school	<p>Employment of a P.E. specialist coach to deliver high quality PE, including 3 year olds, for staff CPD.</p> <p>After school sports clubs for both KS1 and KS2 children</p> <p>After school competitions</p> <p>Train play leaders to arrange sports and games for younger children</p> <p>Provide children with a range of equipment e.g. balls, skipping ropes and bats to encourage active play whenever they are outside</p> <p>Develop a range of teams in school e.g. football, netball, running</p>		£7360	<ul style="list-style-type: none"> • Every child in school has access to regular, high quality PE provision • Strong progress made towards the primary curriculum • Significant increase in number of children taking part in a range of extra-curricular sport activities in school 	<ul style="list-style-type: none"> • P.E. Specialist to deliver PE CPD across school • Develop opportunities for children to take part in competitions after school

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
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 increase the amount of competitive sport in which our children participate in	<p>Enter events and competitions: football, golf, tennis, cross country, triathlon</p> <p>Celebrations in assembly including P.E. awards</p> <p>Develop skills that are required in competitive sport: fair play, resilience, teamwork, cooperation</p> <p>Purchase appropriate equipment and kit</p>	£347	<p>Competitions entered e.g. Triathlon, football teams, cross country, golf, tennis</p> <p>Children representing school: pride, sense of belonging, team spirit</p>	Develop amount of competitions for girls, SEND and PA.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				65%
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:
Staff able to deliver a sporting curriculum to the school to meet the national recommendations	Introduce resources into classrooms e.g. Go Noodle Build in time for teachers to work alongside PE specialist to upskill knowledge and practice	See Indicator 1	Children are active and succeeding when in PE lessons PE and sporting activities been more high profile within school and celebrated	CPD for support staff Lesson observations
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				36%
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: Further develop the school PE curriculum including Forest Schools	Deliver a wide range of sports Year 5/6 Residential trip Develop opportunities for exposure to other sports using taster sessions and involvement of feeder secondary schools.	£5823	Children had opportunities to participate in a wide range of sport activities in school. After-school sports clubs for all pupils – target Pas Increased use of Forest schools across school	Ensure that sport is evident at other parts of the day. Offer other sports e.g. cheerleading, gymnastics, swimming Develop links with local sports teams e.g. York City FA, York City Knights

	<p>Appoint a Forest School leader to develop access and provision across school</p> <p>Develop Forest School area with resources to support physical education and movement.</p>			
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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:
Children to take part in sporting activities outside the normal school day.	Enter competitions at the local high school Enter York football leagues – boys and girls Enter York Cross-country event Take part in triathlon at York Sport Village	£0	Regular team successes shared in assembly and on display A love of sport in school and impact on behaviour Children’s pride in taking part and representing the school	Further develop the competitions entered Include all events in the newsletter/Twitter Use sporting events in curriculum work – match reports/recounts etc

Signed off by	
Head Teacher:	Hannah Smithson
Date:	15 th June 2021
Subject Leader:	Neale Holmes
Date:	15 th June 2021
Governor:	Governing body
Date:	June 2021