

# 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](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 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: New ones added in Purple due to Covid restrictions
Inclusive PE lessons Integration into a range of virtual competitions Targeted provision for less active pupils Pupil premium focused PE	CPD of staff to build confidence Introduction of PE passport for assessment Implementing Active Literacy across the school Implementing Active Maths across the school Virtual multi skills champion Black country commitment award for PE and Sport

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

<b>Academic Year: September 2020 to March 2021</b> N/A		<b>Total fund carried over: £</b> N/A		<b>Date Updated:</b> N/A	
What Key indicator(s) are you going to focus on?					<b>Total Carry Over Funding:</b> £ N/A
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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? <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 2021.	Due to the Covid this section could not be completed
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Due to the Covid this section could not be completed
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Due to the Covid this section could not be completed
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/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.

Dec 2020 Evaluation Key			
Completed	Partly done	Not yet done	Ongoing

Academic Year: 2020/21		Total fund allocated: £19,560		Date Updated: Dec 2020	
Key indicator 1: The engagement of all 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:
					20%
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:	Evaluation Dec 20	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 ensure staff are integrating the daily mile at least 2 times a week considering the Covid restrictions  To support disadvantaged ( pupil premium pupils) in having additional PE sessions at least once a week (more if Covid restrictions allow)	<ul style="list-style-type: none"><li>• PE lead and Sports coach to liaise with Year groups to develop a whole school timetable for daily mile x2</li><li>• Sports coach to work with individual year groups to develop a whole school timetable of additional PP and less active PE sessions.</li><li>• Sports coach to deliver / support the delivery of PP &amp; less active pupils</li></ul>		£3912	Due to timetable constraints due to the recovery curriculum as a response to Covid these actions have been moved to January 2021	To continue with the action plan working alongside the EHT

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					9.8%
Intent	Implementation			Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Evaluation Dec 20</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>To use an effective way to ensure staff are clear about skills and gaps in the development of skills, especially due to COVID</p> <p>To raise the profile of PE through cross curricular links</p>	<ul style="list-style-type: none"> <li>• Introduction of PE passport for assessment</li> <li>• To monitor the use of the PE passport</li> <li>• Implementing Active Literacy across the school</li> <li>• Implementing Active Maths across the school</li> <li>• PE lead and sports to attend CPD to support staff to develop Thematic</li> <li>• PE lead to offer CPD opportunities to staff to develop PE through thematic learning opportunities linked to year group topics such as Victorian sports etc.</li> </ul>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	£1912	<p>Dec 2020</p> <p>Currently some staff are using the active Maths and Literacy as part of their teaching and it is having a positive impact on learning. More impact will be visible when it is rolled out across school.</p>	To continue with the action plan working alongside the EHT

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					25.1%
Intent	Implementation			Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To ensure staff are confident in teaching key PE skills	<ul style="list-style-type: none"> <li>• PE lead to send out an audit questionnaire</li> <li>• Coach and Lead to deliver CPD reflecting on the skill gaps through team teaching and staff meetings where needed.</li> <li>• Staff to be observed by PE lead and Sports Coach to determine if coaching points have been implemented</li> <li>• School teaching staff are working alongside Sports Coach to develop confidence and subject/curriculum knowledge.</li> <li>• PE lead and coach to complete coaching plans with staff</li> </ul>		£4912	Dec 2020 <ul style="list-style-type: none"> <li>• Lead and Coach have a clear idea of skills and confidence gaps</li> <li>• 50% staff are currently being supported with key skills through team teaching</li> </ul>	To continue with the action plan working alongside the EHT

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:
					25.1%
Intent	Implementation			Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>To develop a curriculum that offers a wide range of sports delivered.</p> <p>To develop dance across the school.</p> <p>To develop the skill of competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<ul style="list-style-type: none"> <li>• PE lead and Coach to revisit the PE curriculum maps and revise according to skills and sport types missing.</li> </ul>		£4912	Dec 2020 Work on the curriculum and audits are on going	To continue with the action plan working alongside the EHT
	<ul style="list-style-type: none"> <li>• PE lead and coach to audit equipment / resource, including videos of sports/ skills to be watched in class as an intro to the support.</li> </ul>			Monitoring of caching was disrupted due to Covid and year groups/ coach and lead isolating at different points throughout the term	
	<ul style="list-style-type: none"> <li>• PE lead to purchase resources needed</li> </ul>				
	<ul style="list-style-type: none"> <li>• Coach to support delivery of competitive sports sessions through coaching and mentoring</li> </ul>				

Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:
					20%
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 ensure pupils safely still take part in competitions regardless of Covid restrictions</p> <p>To develop links across the Trust schools</p>	<p>•PE lead and coach to register for virtual competitions to allow children to take part in a diverse range of virtual competitions.</p>		£3912	<p>Dec 2020</p> <p>So far, we have competed in Wolverhampton LA virtual sporting competitions for:</p> <ul style="list-style-type: none"> <li>• Skipping</li> <li>• Multi Skills</li> <li>• Indoor Athletics.</li> </ul> <p>11 children, who finished in the top 3 and earned themselves a spot in the Black Country Games</p> <p>1 child finished in 1st place in the whole of the Black Country, beating over 900 children and becoming the Black Country's Indoor Athletics champion!</p>	To continue with the action plan working alongside the EHT
	<p>•Sports coach and PE lead to work with staff in school to participate in virtual competition to target a range of abilities.</p>				
	<p>•PE lead and Coach to attend Trust PE curriculum meetings to arrange inter-MAT virtual competitions</p>				
	<p>•PE lead and Coach to organise and run inter-MAT virtual competitions</p>				

Signed off by	
Head Teacher:	R.Kohli
Date:	Dec 20
Subject Leader:	Sam Worton / Adam Boneham
Date:	Dec 20

Governor:	Mandy O'Rourke
Date:	Dec 20