

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:
<ul style="list-style-type: none"> • Large choice of pre and after school sports and activity clubs. • Large uptake of pre and after school sports and activity clubs. • Improved confidence, knowledge and skills in teaching PE amongst staff through use of coaches in joint PE lessons. • More opportunities for less active children through use of Primary GALS, LADS, Change 4 Life and SEN specific clubs and competitions. • Consolidation of swimming at Year 4 to increase the proficiency of swimmers. • Offering all children at least 30 minutes of physical activity a day, either at break and lunch time or through sports clubs. • Increase in staff participation in organising and attending sports events. • Overall profile of PESSPA rose through regular recognition of sporting excellence and achievements in assemblies. • Increased use of play equipment at lunchtimes – more active children • Increased number of lunchtime competitions 	<ul style="list-style-type: none"> • Upskilling of school staff through real PE training – increasing the confidence level of all teachers in teaching of PE leading to better outcomes for children as well as a sustainable future in delivering high quality PE lessons. • Identifying those children in Y5 and Y6 who cannot swim to attend swimming lessons – funded in part by Sport Premium or parents. Look into it. • Focus on improving awareness of mental health and how sport improves mental health • Develop swimming opportunities for Y2 <p style="text-align: center;">(Swimming pools not open to schools due to pandemic)</p>

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

If YES you must complete the following section

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: £987.90	Date Updated: 03/03/21	
What Key indicator(s) are you going to focus on? Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Total Carry Over Funding: £987.90 spent.	
Intent	Implementation	Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To develop a sustainable future for delivering quality PE lessons.</p> <p>New equipment purchased to replenish and add to that used in P.E. lessons and lunchtime activities.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Investing in Year 3 and 4 of the real PE programme to help support CPD, planning and assessment of PE.</p> <p>We have bought colour coded equipment for each Year group so that they can still have active playtimes and do so in a safe way during the pandemic. We have also bought tennis balls, rugby balls and new grip tape for our hockey sticks and tennis rackets.</p>	<p>Carry over funding allocated:</p> <p>£221.26</p> <p>£766.64</p>	<p>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?:</p> <p>The impact of Year 3 and 4 will not be seen until next academic year. However, the CPD, resources and ethos that real PE has provided our school so far has meant that teachers feel more confident teaching PE and more children are participating and enjoying the lessons.</p> <p>We are currently waiting for the equipment to arrive but this should enable children to be active and safe during playtimes and the equipment for PE lessons is also safe as well as fit for purpose.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>By updating PE and sports equipment we are raising the profile of PE and sport by providing the children with the equipment needed to stay active. We are also promoting the use of this equipment during playtimes to help ensure children are active.</p> <p>Likewise, by investing in Year 3 and 4 of the real Legacy programme we are aiming to continue to improve the assessment, delivery and ethos of PE and sport across the school.</p> <p>We will continue to update equipment and look at our CPD and PE curriculum going forwards to ensure we are bringing PE and sport to the forefront of our school and making it an integral part of the children's education.</p>

<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.</p>	<p>Neither Year 2 or 4 have been able to go swimming this academic year due to the pandemic.</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>% Will update in the Summer term</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>% Will update in the Summer term</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% Will update in the Summer term</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: £19,950		Date Updated: 04/03/21	
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:
					%
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:
<ul style="list-style-type: none"> Introduce a structured provision of activities at break times and lunchtimes for new school year. Develop new sports leaders to be able to lead activities at lunchtimes. Daily Boost being done in class. 	<ul style="list-style-type: none"> Train sports leaders. Mr Evans and Mrs Leslie are being trained to support them. Purchase additional resources when needed or on children's and staff's request. Draw up a timetable of activities, utilising Mr Evans at lunchtime. Get every class to take part in the Daily Boost. Create a Daily Boost bank of resources. 			<ul style="list-style-type: none"> The Year 5 sports leaders are ready to deliver and lead playground activities for younger children when it is safe to do so. 	<ol style="list-style-type: none"> Increase the number of KS2 playground leaders to develop greater provision. Ensure children with SEN are included in leadership training where appropriate for individual children.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:
<ul style="list-style-type: none"> • New staff to receive training in using Real PE materials and lessons to improve the quality of teacher led PE lessons. • Celebration Assemblies to heighten whole school awareness of sport and to stimulate children’s aspirations of being involved in school teams. • Raise awareness of the link between exercise and mental health as well as encouraging children to look after their wellbeing. • Continue to use the P.E. noticeboards, school website and social media to raise the profile of P.E. and sport for the children, parents and visitors. • New team kits to be purchased to replace older ‘worn out’ kits as needed. • New equipment purchased to replenish and add to that used in P.E. lessons and lunchtime activities. • New IT equipment for PE lessons. • Real PE T-shirts to be purchased for teachers to wear and promote real PE. 	<ul style="list-style-type: none"> • The twitter page has been updated with information and photographs about matches, competitions, and clubs. • We have bought colour coded equipment for each Year group so that they can still have active playtimes and do so in a safe way during the pandemic. We have also bought tennis balls, rugby balls and new grip tape for our hockey sticks and tennis rackets. • PE leads to order new t-shirts for permanent teaching staff members. 			

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:
<ul style="list-style-type: none"> Specialist PE Teachers to attend appropriate courses and network meetings Mr Evans to be shadowed by teachers to increase confidence, knowledge and skills in a variety of PE & sports activities. Real PE training for new staff members. All staff to be given top up training on real PE and the real gym section of the portal. Introduce real PE assessment to staff members. 	<ul style="list-style-type: none"> Relevant courses have been identified for members of staff: real leader training for Mr Evans and Mrs Leslie, real PE training for new staff and targeted members of staff to boost confidence and knowledge in delivering PE, Mr Evans and Miss Benjamin are continually attending Sports Partnership meetings and relevant courses related to PE. Ongoing instruction and training for teachers from Mr Evans Staff from real PE to do in school training with staff members in school. Real gym portal to be shown in a staff meeting. Staff can use the real PE assessment wheel. Assessment system for outdoor PE to be discussed and created. 			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				%
Intent	Implementation		Impact	
<p>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:</p> <ul style="list-style-type: none"> • Continue to offer and expand upon a wide range of activities within the PE Curriculum and outside of it. • The school has hired our own sports coach to be able to offer a broader range of sports and activities during lunchtimes and before and after-school clubs. • To help towards transport to and from competitions. • To offer more tasters and give out more leaflets to promote sport to children • Ensure there is coverage of dance across the curriculum and begin steps to include gymnastics next academic year. 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> • The PE curriculum has been updated for all Year groups to ensure there is a wider coverage of sports. • Year 3 have had the opportunity to try a variety of new sports during sessions sports coach sessions provided by the LSLSP. • Leicester Tigers are coming to work with Year 4 after the Easter holidays. 	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements:</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: £2600	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Subscribe to Learning South Leicestershire School Sports Partnership for access to inter-school sports for the new academic year. Continue to investigate possibilities to participate in sports in which we do not currently participate Develop Sports Coach role to facilitate opportunities to increase participation in competitive sport 	<ul style="list-style-type: none"> We are trying to participate in the many competitions on offer from the School Sports Partnership, local sports associations and the family of schools. 	£2600		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	