

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



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

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:
• Develop or add to the PE and sport activities in the school • Build capacity and capability within the school to ensure sustainability • Encourage children to lead active and healthy lives • KS1 Active play sessions more structured and children have a love and enjoyment for Physical activity.	Key Performance Indicators: 1. The engagement of <u>all</u> pupils in regular physical activity – at least 2 hours per week 2. The profile of PE and sport being raised across the school as a tool for whole school improvement 3. Increased confidence, knowledge and skills of staff in teaching PE and sport (Questionnaire sent to Staff October 2020. Further inset training on Gymnastics and Dance required) 4. Broader experience of a range of sports and activities offered to all pupils (More opportunities for outside agencies (clubs) to come into school and work with the children). 5. Increased participation in competitive sport (More Inter Schools competitions) 6. The engagement of all pupils in understanding how to live a healthy life style (More Extra-Curriculum clubs needed to engage more disengaged children in 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.

Academic Year: September 2020 to March 2021	Total fund carried over: £18650.00	Date Updated: March 2021
What Key indicator(s) are you going to focus on? 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		
Intent Your school focus should be clear how you want to impact on your pupils.	Implementation Make sure your actions to achieve are linked to your intentions: Carry over funding allocated:	Impact 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?:
		Total Carry Over Funding: £0.00

Meeting national curriculum requirements for swimming and water safety.	No swimming due to Covid Restrictions and pool closures.
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.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	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: £18625	Date Updated: June 2021			Percentage of total allocation: %
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					
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
To improve the quality of playtimes and P.E lessons during Covid Restrictions.	A sports bag and equipment was purchased for each class to support Play and P.E lessons during Covid restrictions and to restock the P.E cupboard.	Total £4000.00	Children were able to participate in Games activities during P.E lessons and during playtimes. They were more engaged and it improved social interaction and an enjoyment of lessons.	Ongoing purchases required to relinquish stock, due to wear and tear. Storage Unit required for Lunch time supervisors and Active play equipment for KS 1.	
To improve KS 1 Active play sessions in the afternoons.	Sports equipment purchased to improve the quality of experience for KS 1 children.				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	

Football kit and Netball kit to be purchased by school to raise the profile of sport with an up-to-date version of the school logo.	JS to ask office to get a quote which includes tracksuit bottoms, top and t-shirt. Colour fits with the school code. Staff to wear them on PE days to encourage and raise the profile of PE. JS to source from local football kit stockists.	£1000.00	The pupils can see and are aware of the teachers. It gives the teachers a presence and makes them look smart and we all look the same.	Teachers will be able to use their tracksuits for the upcoming academic year. They can also be worn on school trips to identify themselves.
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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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
School purchased Create Jasmine P.E scheme of work to enhance quality of P.E lessons for specialist and non-specialist P.E teachers.	Initial Inset training when scheme was first implemented. Update training with Dance and Gymnastics training as asked for by staff in questionnaire.	Children are more engaged and are able to self evaluate their own learning and that of others. Linked also more to PHSCE objectives where every child is able to succeed in each lesson, not just the more able athletes.	More inset training required for new staff and updates for other staff. Also Inset training required for the units of Dance and Gymnastics. Further purchases of equipment will be required to implement the scheme.

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Football Club given a priority with getting more children active at lunchtimes and also able to run a football club for children that were new to football including girls.	Two football sessions offered to children at lunchtimes offering a new to football session and an advanced session. Also including girls interested in trying out football for the first time.	Footballs purchased for football club. Enough balls for everyone in the club to have their own football. Bibs and cones purchased.	Lots of children wanted to participate in sessions. Purchase goals which can be moved and locked away. Also allowing for children to use them for structured P.E lessons and playtimes under supervision from the teachers.
Purchasing of new equipment	Allow the children to experience a range of different sports – update	Increasing the range of sports that the children can experience and	This didn't happen due to COVID restriction still in place

	Unihoc equipment, Boccia kit tennis rackets, badminton.		participate in. Increasing the range of sports that the children can experience and participate in Unfortunately due to COVID restrictions this didn't happen	
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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?:
SSPAN Membership Develop more intra team competitions for the classes with sports days for KS1 and KS2	Sign up to the Leicester School Sport and Physical Activity network and register interest to take part in a range of different sports and activities. Meet with the School council representatives to generate ideas of which sports the children are interested in taking part in.	£1320.00	Limited competitive competitions due to Covid restrictions. We have also had access to lockdown sporting activities. To continue to purchase the membership for the following year. Need to increase fund allocated to allow for transport to and from the venues during competitions.

Signed off by	
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Date:	25/6/21
Governor:	D Isaac
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