

# 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:

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

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University

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.	Unable to attend due to pandemic and closure of swimming pools for majority of the school year.
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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.

<b>Academic Year: 2020/21</b>		<b>Total fund allocated: £19950</b>		<b>Date Updated: March 2021</b>	
<b>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</b>					Percentage of total allocation: 45%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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 ensure (in spite of school closures, increased amount screen time in remote learning, lower levels of extra-curricular and competitive sporting activities available, and the general effects of the pandemic of PESSPA) pupils continue to be active regularly throughout the school day and within the extended school day.	In autumn term and summer term, extra-curricular sporting activity clubs to be run by professional sports coaches to ensure a wider range of students have access to physical activity.		3710	96 places were available/week (in half-term blocks) for KS1-2 pupils, for 1 hour after school. Places were 100% attended. Students and coaching staff reported high levels of engagement and enjoyment in a range of physical activities.	To identify whether a range of students were attending; to maximise number of students attending; to target more vulnerable students who may better benefit from a space.
	Throughout spring term, during the wider school closure, a sports coach employed for two days a week to ensure the large group of students attending the school-based hub have access to high quality sporting and physical activity; for those at home receiving remote learning, sports coach to record two videos a week to offer structured physical activities for those at home.		3180	Over 100 children engaged with two hours of sport per week, for those attending school-based provision. 100% engagement with remote learning ensured twice weekly physical activity sessions were set for all students to enable physical activity at home.	To identify how to maintain in any further closures, i.e. of bubbles or classes. To investigate the long-term effects of the pandemic and wider school closures on student fitness/activity levels.

	To improve and update sport and PE physical resources to ensure quality, correct and appropriate equipment is available to allow for engagement with a wide range of physical activities.	1500	Sports previously lacking appropriate equipment to engage and teach with have improved, including netball, tennis, basketball and football. Improved resources for break and lunch ensure each class has a dedicated sporting activity that is timetabled for.	To regularly review resources and equipment and begin to medium/long-term plan for when necessary replacements will be required so that this can be appropriately costed and planned for within subsequent year budgets and premiums. To survey areas of curriculum that may require additional or improved resources, in line with <i>Complete PE</i> learning package.
	To implement play leaders scheme in KS1/LKS2 – led by trained year 5 students, to encourage and facilitate games and physical activity during lunch.	250	Development of leadership skills in play leaders. Range of games provided to increase physical activity that are well-attended and participated in. Students as role-models in physical activity.	Long-term implementation of the programme; development of next cohort of play leaders to ensure embedded. Review of games and play being led to ensure remains current and purposeful.
	Use of therapy dog for walking/exercise with students who have returned with lower levels of fitness, due to pandemic and school closures.	301	Twice weekly, 30 minute sessions, allow targeted students to receive vital physical activity in a different scenario, without the pressure of peers in competitive sporting activities.	Long-term effects of engagement with this to be reviewed – how does this impact upon targeted students engagement with other physical activity?

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	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:

<p>To identify and celebrate the sporting achievements and talents of all pupils.</p>	<p>Weekly achievement assembly allows for dedicated sport celebration, including awards and achievements at external sporting providers; internal sporting achievements celebrated; appointment of a School Sports Captain to celebrate school sporting achievements; ½ termly awards for good effort and engagement in PE lessons, selected by PE Coach. Sports and PE display board in the main hall will continue to raise the profile of PE and Sport and celebrate achievements.</p>		<p>Students increased awareness of range of sports and talents in school; development and identification of talents for personal development.</p>	<p>To continue weekly. To continue to identify students who meet district level trials. To consider how the different sporting achievements can be fully communicated to all pupils to increase desire to participate in PESSPA.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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 develop subject knowledge and confidence in planning and delivering PE across a range of areas.	All staff to use, <i>Complete PE</i> (interactive PE curriculum), focusing on the progression of skills over time, to improve the overall delivery and consistency of the PE provision. The scheme will also help to embed accurate assessments of all pupils.	2340 (+180/year)	Staff are able to access a range of plans for each content area. Sports and areas of PE curriculum are set, to ensure no identical overlap	To ensure this embedded as a planning tool throughout the school (EYFS-KS2) so that consistency of skills delivered and developed grows. Better use of embedded resources and content within <i>Complete PE</i> to aid delivery of PE curriculum Further CPD to develop subject knowledge in certain areas is required. Survey staff to discover own CPD needs and confidence levels.
	1 x weekly hour sports session led by PE coach for all staff (after-school) to model effective practice, support staff well-being and increase staff enjoyment and confidence in sporting activity	768.50	At least 10 staff regularly attend each workshop. Staff surveyed have expressed a greater confidence in their own physical abilities and a greater understanding and confidence of delivering physical activity.	To identify the quantifiable effect this has had on confidence to deliver and staff well-being. To investigate staff co-leading sessions to further model and develop practice.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
Intent	Implementation		Impact	

Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
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Created by:



Supported by:



what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>To ensure pupils experience a wider range of physical activities, in lieu of cancelled residential trips, and reduced experience in school (i.e. trips, extra-curricular) and externally, due to the pandemic.</p> <p>To ensure children have a greater understanding of the importance of physical activity by identifying a range of areas to meet a range of needs.</p>	<p>To hire a climbing wall to provide years 4-6 with OAA experiences that they may have missed due to the cancelled residential.</p> <p>To hire an assault course to provide years 4-6 with OAA experiences that they may have missed due to the cancelled residential.</p> <p>To hire archery to provide years 4-6 with OAA experiences that they may have missed due to the cancelled residential.</p> <p>To hire OAA problem-solving and team-building workshops to provide years 3-6 with OAA experiences and social and physical aspects of life that they may have missed due to the cancelled residential.</p> <p>To implement further OAA resources, to embed elements of the PE curriculum taught at 'activity away days' and residential trips.</p>	5000	<p>To be confirmed once completed.</p> <p>Student voice to identify engagement, success and learned outcomes.</p> <p>Intended impact would be an increase in understanding a wider range of sporting activities that students can partake in, to increase attitudes to physical activity, to develop an enjoyment for a wider range of physical activities</p>	<p>How to embed beyond year groups of 4-6.</p> <p>To investigate whether this can occur alongside residential trip to further embed a deeper awareness of the broader range of experiences available.</p> <p>To develop the OAA curriculum in school to raise awareness of areas outside the 'known' PE curriculum.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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 engagement in competitive sporting activities.	Introduction of girls and boys football training session (weekly) in year 6 (costed in extra-curricular) led by qualified football coach. Qualified football coach to lead teams in competitive matches to ensure accurate To enrol in Bexley Primary School Sports to ensure local tournaments are attended and support for PE Lead to develop subject leadership.	742 424 75	20 students across year 6 who were selected based on sporting talent and ability attend a weekly training session of one hour. Competitive sporting competitions, matches and tournaments enrolled in and will attend in summer term (pandemic allowing)	To investigate additional sports that run sporting activities in Bexley. To manage availability of training and appropriate adult to lead at competitive competitions. To introduce cross-year, cross-phase and cross-house competitions to increase engagement in competitive sport.

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