

# 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 **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:
<p>A specialist sports teacher has worked closely with new and existing teachers to ensure consistency across the school. Staff feel more confident to deliver effective PE lessons that build on the prior years learning.</p> <p>Children have been provided with a range of equipment to play with at break times as a result of Covid-19.</p> <p>Despite the pandemic, all children from Nursery to Year 2 have been offered extra curricular PE activities.</p> <p>New informative assessment system enables staff to track the progression of skills in the subject.</p>	<p>Due to the Covid-19 pandemic, children in Year 1 and 2 have not had access to swimming lessons.</p> <p>To continue to use the sports specialist to upskill teachers subject knowledge due to staff changing year groups.</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 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>	<b>Total fund carried over: £3361</b>	<b>Date Updated:</b>	
What Key indicator(s) are you going to focus on? KI3, KI4.			Total Carry Over Funding: £3361
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	Sustainability and suggested next steps.

<p>After lockdown a lot of children were lacking social skills and were struggling with team work. Various children were not engaging in a healthy lifestyle. We wanted to offer extra PE and outdoor education sessions to work on these skills.</p>	<p>Specialist PE teacher is working an extra day to allow for additional PE and outdoor education sessions.</p>	<p>Carry over funding allocated: £3361</p>	<p>Pupils are able to work and play more cooperatively both in and outside the classroom. A focus on healthy lifestyles has been promoted both during the sessions and back in the classroom.</p>	<p>This was an additional session to support the underspend the previous year. This session will not continue in September 2021 however these skills will still be taught and promoted in all areas of the curriculum.</p>
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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.	n/a
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.	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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Due to covid19 usual swimming activity is suspended.

## 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:</b> 2020/21		<b>Total fund allocated:</b> £17200		<b>Date Updated:</b>	
<b>Key indicator 1:</b> 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:
					%
<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:
Repairs made to outdoor education trim trails.	Danby's York will be assessing repair needs and carrying out the work. Subject lead and school business manager to oversee repairs.	£400	Pupils are engaged in active playtimes. They enjoy using the equipment and working with their friends at playtimes. This has promoted social and emotional skills.		Ensure that equipment is used safely and for its intended purpose. Regular checks to ensure safety of children.
To provide children with accessible equipment across the school to support engagement at playtimes. Due to the Covid-19 guidelines children who were not in the same bubble were not able to share equipment. Consequently, there was not enough equipment to provide children with stimulating and exciting opportunities at playtime.	New equipment to be purchased to replace the equipment allocated to classes.	£470	Pupils are engaged in active playtimes where they can practise their personal, social and emotional skills. This has created a higher level of engagement in physical activities during playtimes.		Ensure all equipment is stored appropriately to ensure pupils get the full use out of them for years to come.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
<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:

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:
Employment of specialist PE teacher to delivery PE and work alongside classroom teachers to deliver and support PE in school. The specialist teacher will work alongside the new to role PE Lead, focusing on assessment and skills progression. The specialist PE teacher will also work alongside our NQT to upskill and improve subject knowledge.	Discuss skills progression and assessment and implement into school from Nursery- Year 2. Outline expectations of lessons and role of the specialist PE teacher. Provide staff with CPD. Extracurricular clubs introduced and maintained. PE and social interventions. Due to Covid19, existing staff will continue to receive support from the specialist teacher.	£9992 + £3361 = £14963	Children receive high quality PE lessons and extracurricular clubs. New staff are supported to enhance confidence in delivering PE lessons.	PE specialist will continue to work with subject lead to support the new informative assessment through team teaching and twilight sessions.
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:	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:				
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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:

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	J. Williams
Date:	14.07.21
Governor:	
Date:	