

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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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:
<p>Consistent implementation of Real PE lessons across whole school.</p> <p>Large uptake in after school clubs before Covid-19.</p> <p>Improved availability of equipment for PE lessons and extra curricular activities.</p> <p>More children taking part in competitive sport due to Inter-house competitions.</p> <p>Increased staff confidence in delivering PE lessons.</p> <p>All children completing 2 lessons of PE per week.</p> <p>Gold School Games mark to be carried over.</p> <p>Outdoor learning opportunities were given to our children including den building, residential and gardening.</p> <p>Sports Leaders trained to deliver physical activity at break and lunchtime when Covid restrictions allow.</p>	<p>Improve facilities for delivery of Real PE sessions.</p> <p>Incorporate guidance on delivering PE sessions during Covid-19.</p> <p>Develop new staff to be confident in delivering both Real PE and normal PE lessons.</p> <p>Ensure after school clubs can be delivered in Covid-19 safe way.</p> <p>Implement a whole school assessment tool so that PE progress can be tracked more effectively.</p> <p>Emphasize the importance of physical and mental well-being during Covid-19</p>

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

YES/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: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	
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? 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.	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	54%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	49%
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?	Yes- We use it for catch up swimming programme for children who cannot swim 25m in Year 4 and 5

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: £18,840	Date Updated: 01/12/2020	
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:
				8%
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 engage all children in two hours of high quality PE every single week in school.	By using Real PE in lessons once a week and to help with this we have bought a screen for the hall to help with the smooth running of lessons and so that visual demonstrations can be shown through the real PE Website.	£495	Children are using the videos as role models on how to perform skills in lessons and are engaged in trying to challenge themselves to progress onto more difficult challenges.	Mercenfeld Primary School to implement Real PE assessment scheme and look into the use of Real Gym and Real Dance.
Improve the resources available to the children to engage in physical activity at break and lunch times	Invest in footballs and basketballs to be used at break and lunch times alongside the playground equipment that we bought last year.	£1088	More children to engage in physical activity at break and lunch times and therefore be engaged in at least 30 minutes of physical activity per day.	Train Sports leaders to lead on more structured physical activity at the unstructured times.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				41%
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 ensure that children are exposed to high quality competitive and casual sporting opportunities.	<p>Sports coaches to deliver sessions to children at lunchtimes on the playground. This will mainly be delivered to Key Stage 2 pupils.</p> <p>Funding of a link person within the Bradgate Education Partnership to help with the organisation and running of PE and school sport across the trust.</p>	£5137.29	<p>More children to have the opportunity to engage in sport within school in a safe and stimulating environment.</p> <p>Children to be given the opportunity to engage in external competitive competitions if safe to do so in current climate.</p>	<p>Children to engage in competitive opportunities in school firstly when it is safe to do so.</p> <p>More familiar structure of schools sports competition to be implemented when possible.</p>
To ensure that we have the resources and technology to deliver high quality Real PE sessions.	We have bought a new interactive screen in the hall for the deliverance of Real PE sessions. This will enable us to use the videos and challenges effectively.	£2533	All teachers using the videos in lessons to add challenge to their PE lessons. More children engaged and performing skills at a high level.	Screen to be used in other PE lessons e.g. Real PE and Real Dance.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				48%
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 ensure that staff who are not so confident in PE get access to CPD and team teaching opportunities.	Sports Coach to deliver PE lessons alongside teachers to provide CPD.	£ 9086.71	PE co-ordinator and sports coach to work with teachers to observe and feedback on teaching to ensure that high quality PE is being taught across the school.	Teachers to move from observing to team teaching and to leading lessons to develop their confidence and ability in teaching PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
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:
Children to experience outdoor activities and team building activities.	Pupils who were unable to attend residential to experience some outdoor opportunities, forest schools and a further range of activities.	n/a	Year 6 children enjoyed doing some alternative sporting activities in the week in which they would have been on residential. Year 3 and 4 to also have the opportunity to do some forest school work in the summer term.	Offer the same next year for the children who do not go on the residential.
To ensure as many children can swim 25m before Year 6.	Catch up swimming opportunities for children in KS2 who could not swim 25m in Year 3	£500	More children by the end of this year to be able to swim 25m.	Continue to assess the children who can and cannot swim 25m and ensure those who need the

				catch up programme next year will get it.
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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:
To engage children in competitive sports opportunities.	PE lead to implement opportunities for competitive sport within school e.g. sports day, interclass competitions before moving towards competitive inter-school opportunities. Work alongside other schools to organise competitive sport when safe to do so.	n/a	Data on how many children have engaged in competitive competition throughout the year.	Look into buying in to school sport partnership next year if we are able to compete in external competitions.

Signed off by	
Subject Leader:	Sam Perkins
Date:	01/12/2020