



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised May 2021

Commissioned by the  
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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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](#).

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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"> <li>-<a href="#">First Stowlawn House Games</a></li> <li>-<a href="#">Introducing Rainbow hour during lockdown</a></li> <li>-<a href="#">Sports week- during lockdown 2020 online and in school 2021</a></li> <li>-<a href="#">Introducing new PE scheme for all staff and Soccer 2000 to follow ensuring progression through year groups</a></li> <li>-<a href="#">Professional development for TA's going into Soccer 2000 lessons</a></li> <li>-<a href="#">Taking part and promoting the living streets walk to school events and beat the street</a></li> <li>-<a href="#">Whole school took part in Tokyo enrichment day linked to the Olympic games</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Ensuring a love for sports is promoted both in and out of school</a></li> <li>- <a href="#">Supporting parents to understand the importance of staying active</a></li> <li>- <a href="#">Promoting healthy lifestyles across the school</a></li> <li>- <a href="#">Create sports teams and take part in in school and out of school competitions</a></li> <li>- <a href="#">Continue to run events across the school in house teams</a></li> </ul>

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

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020** £.....

**+ Total amount for this academic year 2020/2021** £.....

**= Total to be spent by 31st July 2021** £.....

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 which you can transfer to the pool when school swimming restarts. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b>	
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. Please see note above.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
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.

Academic Year: 2020/21	Total fund allocated: £	Date Updated:		
<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:	
			%	
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 instil in pupils a love of sport and physical activity, by employing professional coaches during the school day and for extra-curricular activities	<ul style="list-style-type: none"> <li>Professional Sport Coaches lead lessons in school -Soccer 2000/ Wolves Foundation</li> <li>Professional Sports Coaches lead extra-curricular activities – sports after school (Soccer 2000)</li> <li>Staff provide sports after school</li> <li>Sports coaches for Lunchtime activities (Soccer 2000)</li> </ul>	£ 5000  £ 4560  £ 2420 £ 5943	Children have accessed a broad and balanced curriculum taught by both teaching staff and external coaches. Children have had access to after school sports clubs and sessions on the playground where games are taught to the children.	Continue to have professional coaches in for lessons in school (Soccer 2000 and Wolves foundation)  Book into termly enrichment days with Progressive sports for whole school.
To supplement and deliver a broad and balanced curriculum using correct P.E resources.	<ul style="list-style-type: none"> <li>PE equipment (for lessons and outdoor play) Basket balls and Footballs</li> </ul>	£120	Equipment has been used both during lessons and for play times and lunchtimes so that children can remain active and continue to rehearse taught skills.	End of year audit of <a href="#">PE equipment to ensure full equipment for lessons in September and out door equipment.</a>

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:
To increase parent involvement in school and introduce activities that could be done at home in order to keep fit and healthy	Parents from Rec-Year 6 invited in for a one hour session with their children led by Soccer 2000 coaches		-Due to Covid these sessions were unable to take place, however will be rescheduled During lockdown children were given weekly PE tasks that could be done from home. Activities and ideas were also shared on our twitter page.	Parent sessions with Soccer 2000 to be rearranged for Autumn term.  Promotion of sports and healthy lifestyles through PE and PSHE lessons.
To provide a range of learning opportunities for pupils and parents to increase the understanding of being healthy and keeping fit	<p>“Sports week”- a range of activities and workshops for children and parents</p> <p>Pupils given opportunities to explore different healthy food alternatives</p>		<p>Sports week took place in school in bubbles, however due to Covid parents were unable to come into school. This will be carried over to next year</p> <p>After school cooking club (in bubble 3/5) in which children are given opportunities to try new foods and make healthy recipes using a range of ingredients.</p>	<p>Another sports week will take place allowing children to take part in sporting events across the school competing against a range of children from their Key Stage.</p> <p>Cooking club will continue, but accessible to all children giving them opportunities to explore healthy food and recipes.</p>

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:
To develop knowledge and skills of teaching assistants on how to support a PE lesson.	Teaching assistants to join their classes Soccer 2000 lessons to observe and support the children during their PE slots.		Teaching assistants have a better understanding of how to support the children in PE lessons. By the end staff were able to pick out the objectives and key skills being taught in the lesson and could confidently support this.	<a href="#"><u>Research into staff training programmes to ensure staff knowledge is up to date and staff are able to continue to build on their skills.</u></a>
To ensure all staff feel confident teaching the PE curriculum.	All staff have taken part in staff meetings led by PE lead discussing the curriculum and how best to teach it. Staff given opportunities to discuss how they feel yearly overview is working and discuss any amendments needed. Opportunity for staff to ask questions about any skills/topics they are teaching that they may be unsure of.		Staff are confidently delivering PE lessons and know where to go if they need support with certain skills/topics. (including being able to ask soccer coaches as well as other staff in school)	<a href="#"><u>Regular staff meetings to recap and review what PE should look like both during specific lessons and how it can be used cross circular.</u></a>
For staff to ensure they understand the progression of skills across curriculum	During staff meeting share and discuss the progression of skills across the curriculum so that staff have a clear understanding of how the skills will be developed		Staff are able to refer to the progression documents as and when required and ask previous teachers any questions or ask for support if needed.	<a href="#"><u>Training for lunchtime staff looking into different activities and games to promote sports during lunchtimes.</u></a>

	throughout school ensuring no cross over. It will also ensure that children are not being taught the same skills multiple times.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
Increase opportunities for children to develop team-building skills and remain engaged and motivated in sport.	<ul style="list-style-type: none"> <li>Supporting children during lunchtimes</li> <li>Deliver a range of sessions once a week to year 5 children including team building and motivational discussions. (Wolves foundation)</li> <li>Tokyo enrichment days booked in for whole school. (linked to the Olympics)</li> </ul>	£357	Children have had access to a range of opportunities to engage with sport and develop team building skills. All of Year 5 have worked along wolves foundation for a term each building on these skills. The whole school took part in an enrichment day delivered by "Progressive sports". They took part in new activities such as golf and archery and looked at the importance of working as a team as well as individually.	<u>As noted above we will continue to have professionals into school (soccer 2000, wolves foundation and progressive sports)</u>  <u>Integrate team building skills across the curriculum not just during PE lessons.</u>

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?:
Increase pupil participation in competitions and events, internally and externally.	<ul style="list-style-type: none"> <li>• Inter school football</li> <li>• Trigolf Competition</li> <li>• Cross country Competitions</li> <li>• Internal competitions across classes and year groups</li> <li>• Lunchtime Activity Supervisor</li> </ul>		Due to Covid external competitions have been put on hold. School have held competitions internally between year groups (Trigolf) and held a whole school "House games"  <u>Enter a range of external events and competitions.</u>  <u>Continue to run interschool competitions</u>  <u>Contact local schools to put together some football games.</u>  <u>Run whole school house games during Summer term.</u>

Signed off by	
Head Teacher:	<a href="#">Kate Charles</a>
Date:	<a href="#">1<sup>st</sup> September 2021</a>
Subject Leader:	<a href="#">Sarah Lochhead</a>
Date:	<a href="#">1st September 2021</a>
Governor:	<a href="#">Steve Nicholls ( C Of G )</a>
Date:	<a href="#">1<sup>st</sup> September 2021</a>

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