

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 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 **31st 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](#).



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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">● PE and physical activity was promoted through online learning breaks and intra school competitions and promotions such as the Daily Mile Bingo and My Active calendar during lockdown.● In school provision during lockdown was taught by a PE specialist.● The whole of UKS2 are taught by a PE specialist which allows for greater development of sport-specific skills.● Completion of a Sports Day event for all year groups.● Dukes Meadows Tennis coaches to provide a specialist approach to tennis for a half term per year.● Middlesex Cricket Club coaches provided specialist coaching for cricket to year 2, year 3 and year 5 girls.	<ul style="list-style-type: none">● Mile-a-day to be occurring in all classes every single day and a tracking system closely monitored.● Training of SMSAs to improve games during lunch times.● A consistent assessment tool to be introduced.

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

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p>	70%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	66%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	45%
<p>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?</p>	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: £19790		Date Updated: 21/06/21	
<p>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</p>					<p>Percentage of total allocation:</p> <p>32%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>	
<ul style="list-style-type: none"> Review and implementation of PE Curriculum Map in line with new PE scheme (used by all class teachers): SMSA & lunchtime sports staff actively promoting the use of sports equipment and The MUGA: SAS: 'Mile a Day' introduced throughout the school (year by year): Inclusive activities provided for SEND children in PE curriculum eg. paired with another child for support or use of specialist equipment SMSA & lunchtime sports staff actively promoting the use of sports equipment and The MUGA: Extra-curricular activity programme available when restrictions permit (after school): <p>Tennis, Gymnastics, Football, Rugby, Dance, basketball, Sports Games, yoga, athletics,</p>	<ul style="list-style-type: none"> Distribute and utilise various playground equipment. Identify Pupil Premium children and encourage them to attend clubs. Maintain 1-2 hours of PE per week for all classes (whole school timetable dependent): ensure revised Curriculum Map is referenced and shared with staff. Distribute and oversee the timetable for PE to be able to organise timings for classes. Meeting schedule with Sports Council set to review physical activity programmes; Monitor 'Mile a Day' (SAS) programme set for every class: Sports Leaders trained with PL 	<p>£6251.92</p>	<p>Impact:</p> <ul style="list-style-type: none"> Standards of PE delivery and provision improve Individual, high quality PE lessons are delivered by teachers Activity levels in all PE lessons increase Confidence and competence of all staff (specifically NQT's) increase All children receive a positive learning experience in all lessons - evidenced through verbal feedback Children make progress in all lessons Independent Learning opportunities, peer assessment personal challenges are 	<ul style="list-style-type: none"> Specialist equipment to be ordered. SMSAs to be trained in lunch time games. Use mile-a-day tracking system across the whole school. Sports leaders continue to be trained on leading competitions and activities. Girls club offered from Sport Impact representative. 	

<p>cricket etc.</p> <ul style="list-style-type: none"> ● SAS: All children experience Level 1 competition within their PE curriculum lessons: ● Sports Council termly review of activity programmes: ● Children to attend weekly swimming lessons in Year 4 from Summer 1 	<p>/ deliver programme of lunchtime activities and games</p> <ul style="list-style-type: none"> ● Liaison with class teachers to identify 'target' girls for specific interventions ● Plan additional Level 1 competitions for PE lessons ● Review & implement Extra-curricular programme ● Organise weekly swimming lesson timetable for Year 4 		<p>included in all PE lessons</p> <p>Evidence</p> <ul style="list-style-type: none"> ● Clubs Registers ● Minutes of meetings with Sports Council and Sports Leaders ● Survey results (Sports Council) ● Feedback (written & verbal) ● Meeting notes from SENCO/ Class teachers ● Level 1 competitions written into Medium Term plans. ● Records of Level 1 competitions completed from all year groups ● 'House' system utilised: ● Photos of PE ● Mile-a-day tracking system used in all year groups but inconsistently. ● 	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
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Intent	Implementation	Impact	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> ● Half termly PE celebration assemblies for whole school (via Google Meet) ● PE used as a conduit for cross-curricular work (particularly Health based) ● Sports Council having greater influence on PE / Extra-curricular policy in the school 	<ul style="list-style-type: none"> ● All PE documents aligned with whole school policies and areas of development ● Sports Council given greater profile / importance ● Regular celebration of individual successes (PE lessons / 'Mile a Day' / school 		<p>Notice boards / newsletters / website highlight all aspects of PE / Physical programmes:</p> <p>Regular focus on PE / Physical Activity programmes:</p> <p>PE recognised as a key subject to deliver most topics (cross-curricular theme based):</p>	<p>Sports council to have greater influence on curriculum PE activities.</p>

<ul style="list-style-type: none"> ● Sports Day continued to occur offsite and include a higher element of competitive sport. ● PE assessment criteria introduced. ● Delivery of a successful whole school Sports days ● PE assessment criteria introduced. ● Interviews with sports people conducted by Sports Leaders to share with the whole school. ● Weekly PE information featured in the school newsletter ● Completed the RUNsome event for fundraising. 	<p>team successes etc)</p> <ul style="list-style-type: none"> ● Sports Leader programme / training continues throughout the year ● Set regular report dates for PE / sport information into newsletters / web site ● Invite 'agencies' to promote health & wellbeing at sports day: ● Maintain registers from all activity areas: 		<p>Pupil voice (Sports council) seen as important channel to share children's views on whole school issues: Children understand / accept the importance and value of all PE / programmes as part of their healthy, active lifestyles:</p> <p>Greater involvement of children & parents at sports day: All children engaged in sport programmes throughout the year: PE / school sport programmes achieve higher profile & recognition across the school:</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> ● Schedule of assemblies - sports assembly including visitors. ● PE documentation aligned with whole school development policies: ● Sports Council minutes shared with children / SLT / Governors / ● Notice boards / newsletters / website highlight all aspects of PE 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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:

<ul style="list-style-type: none"> ● All teaching staff / SMSA and lunchtime sport staff become confident & competent in the delivery of specific programmes / curriculum activities and use of equipment. ● Programmes of support & training delivered to all 3 groups: ● All teaching staff receive specific CPD support across the year from CL and Get Set 4 PE. ● Delivery whole staff INSETs 	<ul style="list-style-type: none"> ● Programme of support planned, delivered & evaluated by PL to all staff throughout the year: ● PL to deliver demonstration lessons / team teach through a 4-5 week programme of support: ● Time allocated to give feedback / areas of development: 		<p>Impact:</p> <ul style="list-style-type: none"> ● Standards of PE delivery and provision improve: ● Individual, high quality PE lessons are delivered by teachers: ● Activity levels in all PE lessons increase: ● Confidence and competence of all staff increase: ● All children receive a positive learning experience in all lessons – evidenced through verbal feedback: ● Children make progress in all lessons: ● Independent Learning opportunities, peer assessment are included in all lessons: <p>Evidence:</p> <ul style="list-style-type: none"> ● Observations, Feedback and written lesson reviews: ● Possible video evidence used as a method to improve teaching / learning standards: ● Discussions with children: 	<ul style="list-style-type: none"> ● All teaching staff / SMSA and lunchtime sport staff become confident & competent in the delivery of specific programmes / curriculum activities and use of equipment. <p>Continue this into next year and provide training.</p> <ul style="list-style-type: none"> ● Increase number of staff INSETs by specialists.
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
<p>48%</p>	

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<p>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</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £9650</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

consolidate through practice:				
<p>Additional achievements:</p> <ul style="list-style-type: none"> ● Review and implementation of revised PE Curriculum: ● Physical Activity policy written: governor acceptance: ● SMSA & Lunchtime sports staff actively promoting the use of sports equipment / areas with all children: ● Sports areas utilised to their full potential: ● Revised extra-curricular programme implemented across the school: ● Sports Council survey completed re: new activities/PE curriculum coverage ● Year 5 and 6 to receive specialist PE coaching. 	<ul style="list-style-type: none"> ● Implementation of new Curriculum Map ● Incorporate 6 different sports per year (including Year 4 Swimming) ● Include all Level 1 Competition opportunities in final draft: ● Monitoring system introduced to track all participants: ● Develop additional links with external clubs (Gamesmark Gold): ● Sports Council to survey children re: preferred lunchtime / extra-curricular activities - results shared with all school members: ● SAS - Sports Council to manage 'The Extra Mile' at lunch times: ● Dukes Meadows Tennis coaching for Year 3 & 4: Specialist PE coach for Year 5 and 6 		<p>Impact:</p> <ul style="list-style-type: none"> ● Curriculum programme reflects current thinking: ● All children experience Level 1 competition regularly: ● New activities are introduced to cater for all needs / abilities: ● Greater engagement of girls in activity: ● SAS - More children completing 'The Extra Mile' during the day: ● More children participating in activities after school: ● More Club Links developed: <p>Evidence:</p> <ul style="list-style-type: none"> ● Revised Curriculum Map downloaded onto drive: ● Staff INSET to raise awareness of changes / expectations for all staff when delivering sport: ● Physical Activity Policy accepted by SLT / Governors and implemented across the school: ● Registers of all participants maintained and collated: ● Sports Council monitor activity choices and amend if necessary: ● Numbers of participants in 'The Extra Mile' increase: 	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
<ul style="list-style-type: none"> • Greater numbers of children participating in Level 2 competitions throughout the year (when restrictions lift) • All Level 1 competitions are included in the Curriculum Map: • Specific Level 1 & Level 2 competitions for Girls: • Leaders trained to support curriculum and competition delivery at Level 1 • Girls only sports club offered after school. 	<ul style="list-style-type: none"> • PL & SL's to check SI Competition Calendar to identify Level 2 competition entries: • Identify Inclusive activity competitions: • Selected events (activity, venue & dates) shared with SLT for agreement: • All Level 2 dates included in the school Calendar: • PE notice board updated regularly with event information: • Parents informed via newspapers / website / weekly newsletter: • B & C team fixtures arranged: • Sports Day Expenditure • PE Resources 	£2300	<p>Impact:</p> <ul style="list-style-type: none"> • Children given the opportunity to represent their school at Level 2: • CP represented at all 6 Cluster Events throughout the year: • All children participate in competition experiences at Level 1 in class PE lessons • All children participate in regular physical activity through competitions: • More Girls playing competitive sport: • More children experience Inter (Level 1) competitions: • Leadership responsibilities given to all children to manage lunchtime competitions and games: <p>SAS - More Girls active through the school:</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Registers from all clubs and 	<ul style="list-style-type: none"> • Continue taking B and C teams to competitions outside school. • Continue to promote in-house competitions and extend to KS1. • Leader training programme compiled and agreed by SLT: class teachers informed:

			competition events: <ul style="list-style-type: none"> ● Match reports etc: ● Photos on Sport Notice Board / website: ● Results and reports shared in school assemblies 	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	