

# 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:

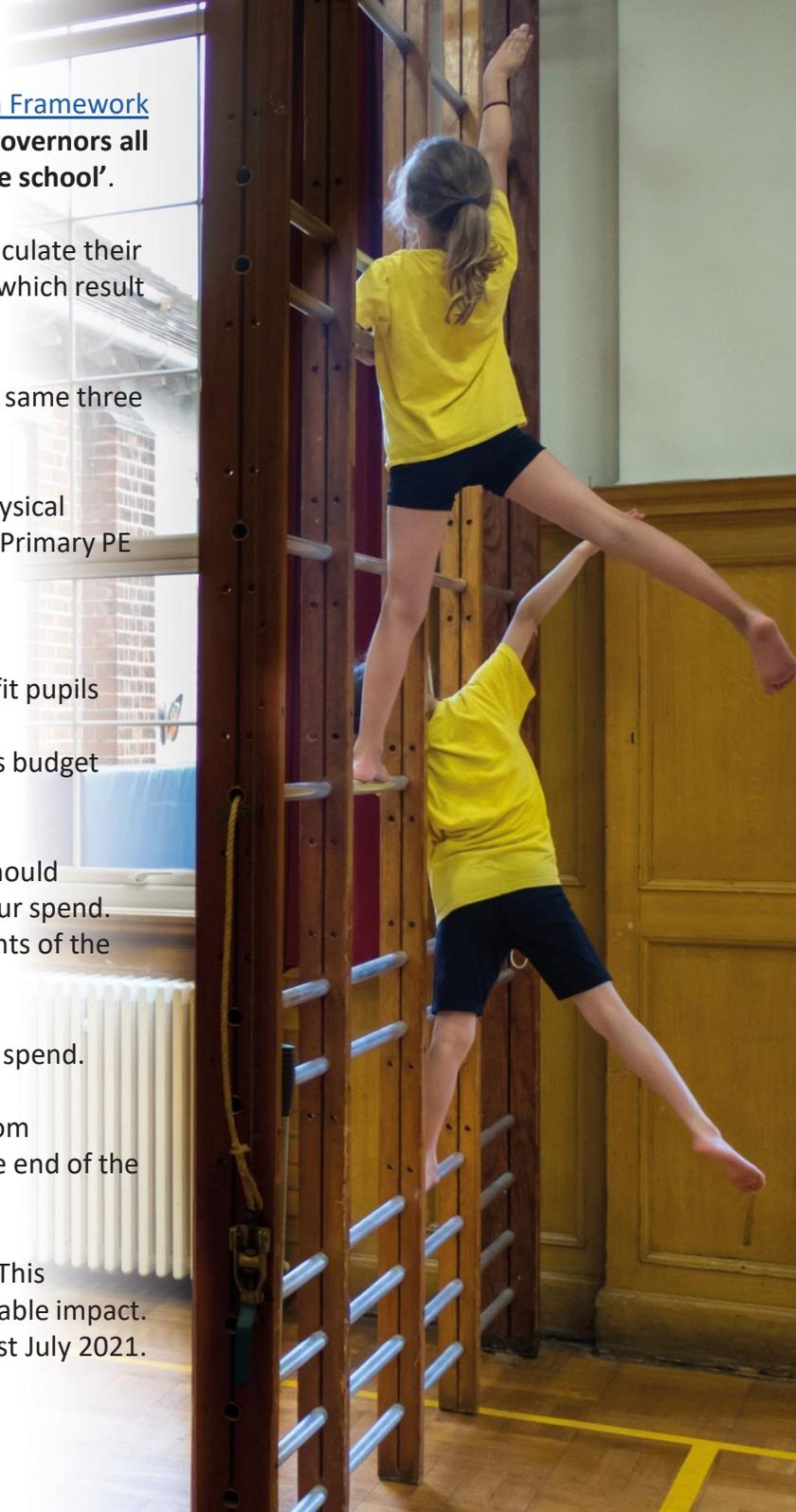
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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](#).



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>Continuation of the REAL Legacy programme with a focus on successfully implementing Real PE across the whole school. This has ensured consistency of practice and progression of skills.</p> <p>Create Development rapidly developed their home learning programme and all families were set up to access at home when the children were off. This allowed children to continue to access the skills they would have covered and apply them in simple games and activities with their parents or siblings.</p> <p>Most of the Real Gym CPD delivered to staff so staff are now able to teach Gym effectively and safely.</p>	<p>Delivery of Real Play through the SENDCo and Playtime Buddies</p> <p>Staff to receive final part of the safe and effective use of gymnastics apparatus</p> <p>Induction training for new Year 5 teacher and TA's</p> <p>Further training for PE Leader. Monitoring and evaluation Real PE across the school</p> <p>Audit playground and PE equipment and order as necessary</p> <p>Appoint a level 3 TA who will lead on physical activities at lunchtime and playtimes</p> <p>Deliver a Real Dance lesson and showcase training day for staff</p> <p>EYFS leader to attend the Real Foundations training</p> <p>Training for staff on how to use the Real PE assessment wheel</p>

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**      £ zero  
**+ Total amount for this academic year 2020/2021**    £17,200  
**= Total to be spent by 31st July 2021**                    £17,200

<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><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></p>	<p>N/A as we have no Year 6 cohort</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><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.</p> <p>Please see note above.</p>	<p>N/A as we have no Year 6 cohort</p>
<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>	<p>N/A as we have no Year 6 cohort</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>N/A as we have no Year 6 cohort</p>
<p>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?</p>	<p>N/A as we have no Year 6 cohort</p>

## 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:	
			20%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Full implementation of Real PE and some Real Gym lessons across all year groups	Sept – Dec 2020 and End of March - July 2021 – all classes ran weekly PE lessons as planned.	£2245	Increase of skills Better able to apply skills in different ways Increased stamina Increased fitness Staff becoming more confident in delivering lessons Differentiation in lessons more evident	Continue CPD through investment in the Next Steps programme over the next two years
To develop PE skills at playtimes	Lunchtime staff enabled physical activity on the playground using a range of PE equipment	Nil	Increased engagement with play and physical activity which improves social and team work skills Better able to apply skills in different ways Increased stamina Increased fitness	

To develop KS2 Play leaders	Did not happen as classes were unable to cross bubble	Nil	No impact	
Confident Kids offered to all KS2 children to develop their health and well-being focussing on coping strategies and managing anxieties	Weekly sessions offered after school FREE for six weeks for half a class (15 children) at a time	£1200	Children encouraged to help manage stress and anxiety through breathing, visualisation and exercise	
<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:
				%
<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:
Staff have embarked on Real legacy next steps programme and will continue to receive whole staff training for the other Real programmes. This has given PE a real focus and priority across school. Implementation will continue for a further 2 years until May 2023. The Multiabilities approach will continue to tie in to whole school ethos and values. Children's fundamental movement skills will be developed together with their social, personal, creative, cognitive, physical and health and fitness skills	Real PE will continue with implementation of Real Gym to start after June 2021. Staff will continue to receive support and training and use lesson plans which are accessed through online portal. NQT to receive training in Real PE. New PE lead has received training.	See key indicator 1	Staff are confident to continue their third year of Real PE from September and can access support if necessary. The increased staff confidence will impact on pupils skills - the specific skills being taught, the progression from one skill to another and the ability to differentiate and cater for all ability levels	

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:
Continue to receive staff CPD through the Real Legacy and Next Steps programmes <ul style="list-style-type: none"> <li>Real Gym training</li> <li>Real Play training</li> <li>Real Foundations</li> <li>Real Leaders</li> </ul>	Staff received Real Gym training in May 2021 on the use of online lesson plans and effective delivery of Gym lessons  Postponed due to pandemic  Postponed due to pandemic  Postponed due to pandemic	See key indicator 1	Staff more knowledge about teaching of gym skills and progression within lessons  Increase staff confidence to use apparatus more safely which effectively leads to children make more rapid progress and better apply the skills in increasingly challenging situations	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				66%
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>Additional achievements:</p> <p>Forest school provision. Planned opportunities for active participation and development of physical skills through outdoor activities during Forest School Sessions</p> <p>Confident Kids offered to all KS2 children to develop their health and well-being focussing on coping strategies and managing anxieties</p>	<p>Fully trained and experienced Forest School Ranger delivered outdoor physical learning x 1.5 days a week</p> <p>Weekly sessions offered after school FREE for six weeks for half a class (15 children) at a time</p>	<p>£11,300</p> <p>See Key indicator 1</p>	<p>Children have developed their love for learning outside. They have developed their eye/hand coordination through different fine and gross motor skills. They have developed their problem-solving abilities as well as their social skills working as part of a team. Children have increased their desire to take safe risks and try new physical experiences. Children increase their physical activity levels as a result of Forest School. They engage in co-operative, physical activities in a range of increasingly challenging situations.</p> <p>Children encouraged to help manage stress and anxiety through breathing, visualisation and exercise</p>	

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 take part in competitive activities in order to help them experience and cope with success and failure. Real PE has a particular focus in Years 3 and 4 on introducing 'healthy competition' through personal best (PB) challenges  Increased opportunities for children to participate in competitive sports and activities, developing their skill set, teamwork, cooperation and ability to cope with winning and losing	During Real PE sessions each week  Participate in Football, Agility and Gymnastics competitions locally, against children from other schools. Cross-country planned for but cancelled due to Covid 19	See key indicator 1	Children developing resilience and perseverance and growth mindset as they strive to master the skills needed to improve their PB  Cancelled due to pandemic	

Signed off by	
Head Teacher:	Mrs Debby Hughes
Date:	01/07/21
Subject Leader:	Karen Dilworth
Date:	01/07/21