

# 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](https://www.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:
<ul style="list-style-type: none"> <li>• U12 girls reached the County Cup semi-finals.</li> <li>• Year 7 girls netball team came 3rd in the PEDSSA netball league.</li> <li>• Year 8 girls netball team came 4th in the PEDSSA netball league.</li> <li>• Weekly PE challenges set up during COVID pandemic - encouraging year group competition.</li> <li>• Remote PE sessions offered during lockdown; all pupils were expected to complete a series of challenges/workouts to receive house points. Vast majority engaged.</li> <li>• Training of sports leaders across all year groups (over 80 applicants).</li> <li>• Year 6s came 3<sup>rd</sup> in Quad kids event.</li> </ul>	<ul style="list-style-type: none"> <li>• Further equipment purchased in order to support the broad offer of sports at the school.</li> <li>• Lack of indoor facilities for wet weather PE lessons/after school clubs. Outdoor structure to go up on outside playground to facilitate this. We can then offer a broader range of activities and engage more pupils in a range of sports.</li> <li>• Equipment to be purchased to replace what has been lost and damaged throughout the Covid pandemic.</li> </ul>

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

YES

**Total amount carried forward from 2019/2020**      **£14,609**  
**+ Total amount for this academic year 2020/2021**      **£18,820**  
**= Total to be spent by 31st July 2021**      **£33,429**

<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>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>Survey via parents</p> <p>Yes - 74%</p> <p>No - 20%</p> <p>Don't know/unsure - 6%</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>Survey via parents</p> <p>Yes - 68%</p> <p>No - 22%</p> <p>Don't know/unsure - 10%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>Survey via parents</p> <p>Yes - 35%</p> <p>No - 28%</p> <p>Don't know/unsure - 37%</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>No</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: £33,429	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		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"> <li>Provide all children with the opportunity to take part in PE lessons in a range of weather conditions.</li> <li>A strong offer of after school clubs for pupils to take part in.</li> <li>Provided all children with the opportunity to be taught PE by class teachers during Covid.</li> <li>Give learners opportunities to increase their fitness levels by competing in regular PE challenges.</li> <li>Whole school participation in the "Race to Paris"</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor, undercover structure has been built to allow for continued participation in PE lessons, regardless of the weather.</li> <li>Offer after school clubs for free so they are easily accessible and ensure every year group has a sport club offer. In addition, using the structure if the weather is bad, to prevent cancellation of clubs.</li> <li>Teachers provided with a sports activity menu to implement withing their classes to allow for all children to have between 30 and 60 minutes of physical activity a day.</li> <li>Every week, pupils were provided with a challenge to compete in as a class. At the end of the week, we would collate all scores and reward the year group winners.</li> <li>Total distance from Broadstone Middle to Paris was 383 miles.</li> </ul>	£6,685.80	<ul style="list-style-type: none"> <li>Children have the opportunity to participate in a range of activities across all weather conditions. Previously, classrooms would have needed to be used to accommodate this in bad weather.</li> <li>Children have had a greater experience of competitive sport across both lessons and clubs. This has been enabled through the range of sports on offer through the use of all facilities, including new structure.</li> <li>Money had been raised for National event – Sport Relief.</li> </ul>	<ul style="list-style-type: none"> <li>To source equipment that enables best use of the space.</li> <li>To plan and produce high quality lessons, that engage pupils, using the indoor space.</li> <li>To look into how the sports activity menu can be used by sports ambassadors during social times and to help engage SEND children during breaks.</li> </ul>

<ul style="list-style-type: none"> <li>Interhouse competitions within school.</li> </ul>	<ul style="list-style-type: none"> <li>Children come down to the field to run as many laps of our field as possible to complete the distance challenge.</li> <li>The running of various interhouse competitions. Covered structured allows for different indoor sports.</li> </ul>			
<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:
				20%
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"> <li>Wellbeing to encourage pupils that taking part in physical activity is good for them through PSHE lessons.</li> <li>To continue to raise the profile of PE and clubs in the weekly snapshot, and on social media showcasing the achievements throughout the school.</li> <li>Social time physical activity provision to be available using outdoor structure during adverse weather conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the big ideas in lessons and support greater understanding of the ideas of how to live a healthy lifestyle.</li> <li>Encourage pupils to attend clubs on a daily basis – in lessons, assembly, form time and lunch time. Utilise sports leaders to write reports on various events and activities.</li> <li>Lunchtime planned provision to be utilised within the structure.</li> </ul>	£6,685.80	<ul style="list-style-type: none"> <li>Children provided with the opportunity to explore the reasons behind why physical activity is good for young people and how they can help themselves to stay fit and live a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>To work alongside PSHE lead to plan lessons into the PSHE curriculum to allow for a greater understanding of healthy, active lifestyles.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				20%
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	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:

consolidate through practice:				
<ul style="list-style-type: none"> <li>Teachers able to teach PE across all weather conditions, providing opportunities to build confidence in a range of settings.</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor, undercover structure has been built to allow for teachers to teach in a range of weather conditions.</li> </ul>	£6,685.80	<ul style="list-style-type: none"> <li>Pupils and teachers have had the experience of using the structure, confidence built in teaching indoor lessons and how the space is best utilized. This has enabled higher quality of teaching and learning to take place.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop planning and teaching to make best use of the space.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				20%
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"> <li>Sports that are harder to accommodate outdoors (wind, safety etc.) to be taught indoors. More sports to be offered e.g. dodgeball, badminton.</li> </ul>	<ul style="list-style-type: none"> <li>Covered structure to allow for potential other sports to take place in a covered space.</li> </ul>	£6,685.80	<ul style="list-style-type: none"> <li>Pupils benefit from a broader range of sports being offered. In addition to this, greater ability to offer clubs in bad weather.</li> </ul>	<ul style="list-style-type: none"> <li>Look further into the range of sports on offer, specifically looking at SEND and PP sports.</li> </ul>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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"> <li>A strong offer of clubs throughout the year.</li> <li>Increased submissions into competitions both in and out of school.</li> <li>Increased range of sports on offer, with inter house competitions taking place.</li> <li>Continued dialogue with School games, meaning participation in competition, as well as hosting events.</li> </ul>	<ul style="list-style-type: none"> <li>Offer after school clubs for free so they are easily accessible and ensure every year group has a sport club offer. In addition, using the structure if the weather is bad, to prevent cancellation of clubs.</li> <li>Payment of entry into football and athletics competitions. Encouraging a wide range of children to get involved with clubs and therefore in fixtures.</li> <li>Covered structure to enable delivery of a range of sports, in all weather, as well as different sports offered e.g., seated volleyball.</li> <li>Constant email contact with the local SGO to host and compete in a range of events.</li> </ul>	£6,685.80	<ul style="list-style-type: none"> <li>Increased participation in a range of competitive sports.</li> <li>Children have been able to participate in new sports such as volleyball over the year.</li> <li>Participation and hosting of Quad kids athletics competition with 10 other schools involved.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop the range of sports able to offer to give range of competitive sports for inter/intra house competitions and whole school events.</li> <li>Continued contact with SGO to increase competitions entered and hosted.</li> </ul>

Signed off by	
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Date:	07/07/21
Subject Leader:	Lauren Adams/Alex Doidge



Date:	29/06/2021
Governor:	Jenny Fulling
Date:	07/07/21