

# 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>Encouraging Physical activity throughout Lockdown with emails home and challenges for all children to get involved with.</p> <p>Providing all staff with ongoing CPD with Team Theme.</p> <p>Signing up for the Race for Life and raising nearly two thousand pounds for Macmillan Cancer Research.</p> <p>Starting Afterschool clubs in Term 6.</p> <p>Team Theme helping to make a successful sports day.</p>	<p>There were Gap in the PE curriculum that could not be addressed through Lockdown.</p> <p>Lesson had to be shorter to maintain Covid safety and sanitation.</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      £2401.43**  
**+ Total amount for this academic year 2020/2021    £18120.00**  
**= Total to be spent by 31st July 2021                    £20521.43**

<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>	N/A
<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>	N/A%
<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>	N/A%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A%
<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>	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:
<b>Engagement of all pupils in regular physical activity.</b>  Ensure that all Teachers are including 5-10 minutes a day to wellbeing and exercise.  Good quality PE lessons to provide development in social and communication skills.  Encourage staff and children to take part in daily mile.  Lunch and play to be used to promote new opportunities to develop physical gross motor skills.  Teaching staff the importance of healthy eating and ways to deliver this to children.	Share good practice through PPA and staff meetings.  Monitoring of PE lessons.  Subject leader to support whole school discussion of ways to achieve and implement a daily mile.  Purchase new and exciting equipment for lunchtime use.  Chartwells healthy eating workshop.	Subject Leader time. £140.70          £147.84	This will be gathered through pupil voice, staff feedback and lesson observations.          Increased participation.	This will continue through to the next academic year due to disruption of Pandemic.

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:
Inter-school sporting competitions.	Arrange and create certificates that can be given during year group assemblies.		Staff feedback and pupil Voice.	Due to Pandemic this has not been able to happen.
Active Learning – Use PE as a strategy for teaching basic skills in English and Maths as well as Wellbeing.	Subject Lead to collate ideas from staff on how they could make their lessons more active.		Increase in sporting activity.	Due to Pandemic this has not been able to happen.

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:

Team Theme to model excellence in teaching Physical Education.	Team Theme will continue with 2 whole days a week including lunch and afterschool clubs.	£10.875	100% of PE lessons at least good, evidenced by observations.	Team Theme to give feedback to staff on lessons to support staff ongoing CPD.
School membership to AFPE to ensure access to specialist support, up-to-date knowledge and best practice.	PE Lead has time at staff meetings to update staff on any changes new initiatives etc.	Cost of membership £115		Continue with membership next Year.
PE Lead to attend Kent PE Conference for support/best practice and up-to-date knowledge.		2 x staff £120		
PE clothing to be worn by all staff when delivering lessons.	Staff tops to be ordered.	£238	Raise the profile of PE both in school and at competitions.	
<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:
Additional achievements:				
Afterschool clubs to provide a different sporting activity each term.	Organisation of afterschool clubs.	£810.62	Increased uptake in clubs and collection of pupil voice.	Continue this next year due to the Pandemic.
Development of outdoor Learning – physical activity through different means to stimulate and challenge pupils.	Staff discussion through regular staff meetings.		Pupil voice.	
Balanceability for all Nursery and EYFS pupils.	PE Lead to ensure that all staff are implementing this programme.		Staff were given training on how to record the impact of this programme.	

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:
Attend competitions arranged through the Sports Partnership. Increase entries into competitions and raise the profile of school sports through Twitter/Facebook and school website.	Identify pupils to take part in competitions from afterschool clubs and teachers.	£525	Pupils to report enjoyment through pupil voice.	Due to ongoing Pandemic this will be carried forward to the next academic year.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Sam Adby
Date:	
Governor:	
Date:	