

# 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 2021:	Areas for further improvement and baseline evidence of need:
<p>Children are motivated and enjoy PE. They experience a wide variety of physical activities.</p>	<p>The school to invest in a PE scheme of work to support the effective teaching of PE by all staff.</p> <p>An impact of the pandemic has been a decrease in the level of physical activity children have engaged in. To support children's engagement in exercise and physical activities we intend to;</p> <ul style="list-style-type: none"> <li>• introduce the 'Daily Mile' in Reception and Key Stage 1.</li> <li>• Increase opportunities for outdoor learning and play.</li> <li>• Upskill lunchtime staff to enable them to lead active play</li> <li>• Increase active out of hours activities.</li> <li>• Purchase equipment to enhance children's balance, agility and coordination.</li> <li>• Extend water confidence/safety activities to Year R.</li> </ul>

Did you carry forward an underspend from 2020-2021 academic year into the current academic year?

YES/NO \* Delete as applicable

**Total amount carried forward from 2020/2021      £7,549.27**  
**+ Total amount for this academic year 2021/2022    £17,970.00**  
**= Total to be spent by 31st July 2022                    £25,519.27**

<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</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%</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%</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%</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><b>Yes/No</b></p> <p>Whilst it is unusual for children in Year R-2 to have lessons in school time, Herne-Bay Infants is situated in a coastal community, and it is essential our children have water confidence. However, parents report that very few of our children have swimming lessons or regular visits to a pool.</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: 2021/22	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.  Fitness Friends at lunch time  Lunch time to promote opportunities to develop physical inclusive gross motor play	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.  Children targeted to raise activity and focus during lunchtimes  PE resources	£1068.08          £851.57	This will be gathered through pupil voice, staff feedback and lesson observations.  Positive interaction both in class and on the playground  Increased fitness levels due to 15 minutes of sustained daily exercise.  Increased wellbeing due to engagement and fitness	

Auditing fitness levels to provide data to inform targeted interventions	Fitness testing, all children 3 x year	Costing in outcome 4	Teachers to carry out at the beginning of large terms x 3	
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<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:
				%

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:
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.	
Raise profile of outdoor learning across all key stages	Support in continuous play. Resources to create stimulating environments	£1100	Children physically active	
Increase in physical outdoor activities	Warm fleeces bought for staff	£700	Staff outside more. Children physically active.	

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

Ensure staff are confident to teach a variety of good to outstanding PE lessons	Create Development to deliver whole school training in Real PE scheme of work embedding the fundamental movement skills June 6 <sup>th</sup>	£2500	100% of PE lessons at least good, evidenced by observations.  Children make better progress and achieve well
School membership to AFPE to ensure access to specialist support, up-to-date knowledge and best practice.	PE Lead to update staff on any changes new initiatives etc.	£115	Children are engaged
AJ (4days) assessment days for TT	Observations	£938.60	Teachers show positive attitudes to PE

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** 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?:
Additional achievements:  Water confidence lessons for all children  Afterschool clubs to provide a different sporting activity each term.	Each class attends 6 weeks of water confidence lessons.  Organisation of afterschool clubs.	£5,708.50	Increased uptake in clubs and collection of pupil voice.
Team Theme	Widen the offer of sporting activities within the school, by offering 2 full days in school to work with each class	£11,400	Enriching the curriculum and extra curriculum offer is sustainable via sports premium and its legacy will

<p>Development of outdoor Learning – physical activity through different means to stimulate and challenge pupils.</p> <p>Develop the use of scooters to support physical activity</p> <p>Ensure extra-curricular provision is sustainable and accessible to all</p>	<p>offering a new sporting activity each term. This includes after school clubs</p> <p>Staff discussion through regular staff meetings.</p> <p>Arrange scooter development day for Yr 2 in June</p> <p>Have a scooter day</p> <p>Investigate the possibility of developing links with local junior school and clubs to expand free extra-curricular provision</p>	<p>£1000</p>	<p>be that more pupils will engage in a greater variety of activities into adulthood sports premium legacy</p> <p>Increase pupil participation and engagement</p>	
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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:
Sports Day practice and running of day  Sports Day	Team Theme to provide sports coaches  Celebration badges	Costed in outcome in 4  £100	Increase opportunities for children to engage in competitive activities and festivals.	

Signed off by	
Head Teacher:	Nicky Brown
Date:	
Subject Leader:	Chloe Ralph-Harding
Date:	
Governor:	
Date:	