



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department  
for Education

Created by



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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

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 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.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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>Ongoing PE development over the time spent in school 2019-20 which would have set us on track to achieve School Games Gold award under normal circumstances.</p> <p>Plans in place to identify and target children who would not meet the NC criteria for swimming.</p> <p>Plans in place to target and identify least active groups of children in all year groups and offer targeted and tailored interventions to inspire activity by offering coaching in areas of interest.</p> <p>Participation in available inter school competitions.</p>	<p>Address the new needs of children in terms of sport and activity as a result of Covid restrictions.</p> <p>There is an ongoing need for sustained quality PE delivery in all year groups. To be supported by; extend staff knowledge and confidence in teaching, appropriate equipment and space available to children in all classes, resources to aid delivery of quality PE lessons, resources to aid and encourage activity in the classroom.</p>

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

YES/NO \* Delete as applicable

**If YES you must complete the following section**

**If NO, the following section is not applicable to you**

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £3375.05</b>	<b>Date Updated:</b>		
<b>What Key indicator(s) are you going to focus on?</b>				<b>Total Carry Over Funding:</b> £3375.05
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>Your school focus should be clear how you want to impact on your pupils.</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Carry over funding allocated:</b>	<b>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</b>	<b>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</b>
To offer 'normal' PE and PA opportunities to pupils as a way of addressing mental and physical health.	The chance to represent the school and compete in inter school competitions via virtual competitions.	£2700 LSLSSP package (£1359.25 of which to come from 19-20 underspend)	Route to resilience skills encouraged and re-inforced through the opportunity to make a contribution by representing the school. Sense of belonging and community fosters healthy mental wellbeing. (monitoring and evaluation forms)	Continued raised profile of sport and physical activity in school. Empowered, connected and confident children.
	Chances to lead through sports leader and sports ambassador programmes.	£2700 LSLSSP package (£1359.25 of which to come from 19-20 underspend)	Participation record and ongoing adult led work helping children to access PA.	Sports leaders chosen from Year 5 in order to mentor new leaders next year.
To encourage and support children in taking regular physical activity.	Opportunities to be active as part of the school day.	£2700 LSLSSP package (£1359.25 of which to come from 19-20 underspend)	Regular updates of resources created by and signposted by LSLSSP to enable and inspire physical activity at home and in school bubbles - youtube	Active classrooms to become an embedded part of everyday teaching. Engaged parents encouraging and modelling a healthy lifestyle.

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	<p>Enable access to movement break resources such as Go Noodle and LSLSSP resources by updating IT - sound bars purchased for classrooms without resources.</p>	£640.80	<p>lessons/ local area parent portal etc.</p> <p>Activity breaks are easy to deliver and become embedded in the school day. <b>TEACHER SURVEY</b></p>	<p>Healthy and physically fluent children moving through school.</p>
	<p>Health and well-being support including targeted programmes for least active children where possible and regular physical activity for all children.</p>	£2700 LSLSSP package (£1359.25 of which to come from 19-20 underspend)	<p>Regular updates of resources created by and signposted by LSLSSP to enable and inspire physical activity at home and in school bubbles - youtube lessons/ local area parent portal etc.</p>	<p><b>Active classrooms to become an embedded part of everyday teaching.</b> Engaged parents encouraging and modelling a healthy lifestyle.</p>
<p>To keep up to date with developing changes related to COVID especially in relation to PE and PA.</p>	<p>Subject leader networking opportunities including support with SSP and SG mark.</p>	£2700 LSLSSP package (£1359.25 of which to come from 19-20 underspend) <b>Management time/ cover</b>	<p>Improved awareness of current situation with respect to PE.</p> <p><b>Log of management times.</b></p>	<p>Subject leader knowledge improved</p>
<p>To encourage activity from the earliest year groups within school through interesting and engaging resources.</p>	<p>Discussion with staff about needs and motivation of children. Stock ordered for FS outdoor play and games.</p>	£830.85	<p>Increased amount of time spent active and physical fluency improvements observed by end of <b>FS - EVIDENCE</b></p>	<p>Physically fluent children moving through school.</p>

<p>New electronic resources for delivery of curriculum PE explored and shared. IT improved to allow for easy delivery of indoor lessons.</p>	<p>New laptop and speaker device for large hall to make access to online/ video resources easier for teaching staff. Gym and Dance have been previously identified as areas for improvement through staff surveys. This allows best practice to be demonstrated by confident and competent coaches within the teacher's lesson.</p>	<p>£544.15</p>	<p>Improved outcomes in curriculum PE lessons as a result of clear demonstrations of skills and techniques within lessons. <b>OBS</b></p>	<p>Healthy and physically fluent children moving through school.</p>
<p>To develop physical fluency starting in the early years using the Big Moves project</p>	<p>Big Moves video resources and rationale shared with bubble groups and parents of all children from F2 to Year 3.</p>	<p>£2700 LSLSSP package (£1359.25 of which to come from 19-20 underspend)</p>	<p><b>Summative assessments conducted where possible and interventions where necessary.</b></p>	<p>Healthy and physically fluent children moving through school.</p>

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Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council

Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/ <b>No</b>

## 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:	
<p><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</p> <p><b>ADD LV WAGE AND LSLSSP SPEND (£1340.75)</b></p>					Percentage of total allocation:
					%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>		<b>Sustainability and suggested next steps:</b>
To encourage activity from the earliest year groups within school through interesting and engaging resources.	Discussion with staff about needs and motivation of children. Stock ordered for FS outdoor play and games	£155 - extra funding on top of allocation from Year 19-20.	Increased amount of time spent active and physical fluency improvements observed by end of <b>FS - Evidence</b>		Physically fluent children moving through school.
To promote the use of all opportunities for physical activities by engaging parents and children in walk to school month.	Class trackers, competitions and promotional materials offered and sent out.	Part of LSLSSP buy in. (£1340.80) Apprentice wage to organise	Exercise embedded as a part of a healthy lifestyle. <b>SPREADSHEET SENT</b>		Healthy and physically fluent children moving through school who understand the importance and opportunities for daily exercise and PA.
To facilitate regular PE and PA in bubbles by providing and maintaining safe and inspiring equipment that is easy to clean and manage without needing to split/ share between bubbles	Sports apprentice to develop and maintain bubble sets of equipment that meet the needs of PE lessons in each year group. Ordering stock where necessary and replacing/ switching/ cleaning as needed.	Apprentice wage	Regular, well-resourced PE provision provides regular, high quality opportunities to be physically active. <b>Curriculum walk through.</b>		Healthy and physically fluent children moving through school who understand the importance and opportunities for daily exercise and PA.
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					Percentage of total allocation:

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				%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>
Physically fluent children moving through school from the earliest year groups.	BIG MOVES resources shared with home and class teachers to assess and develop core strength and physical fluency in early years (we have shared up to Year 3.)	Part of LSLSSP buy in.	Pupils will develop core strength, gross and fine motor skills which will affect their ability and progress in all areas of the curriculum. <b>SUMMATIVE ASSESSMENTS when possible</b>	Physical fluent and capable children moving through school. Staff understanding of the importance of physical development improved.
Profile of sport raised through involvement in intra and inter school competitions - recognising and sharing in achievements.	The chance to represent the school and compete in inter school competitions via virtual competitions.	£2700 LSLSSP package (£1359.25 of which to come from 19-20 underspend) Apprentice wage to facilitate and manage both intra and inter school competition.	Route to resilience skills encouraged and re-inforced through the opportunity to make a contribution by representing the school. Sense of belonging and community fosters healthy mental wellbeing. <b>(monitoring and evaluation forms)</b>	Continued raised profile of sport and physical activity in school. Empowered, connected and confident children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
PE co-ordinator and school leaders to keep up to date with current guidance and opportunities.	Regular PE subject leader network meetings and support sessions.	Part of LSLSSP buy in. (£1340.75 from 20-21 budget)	Awareness and engagement in SG mark tasks leads action plan to help school to provide the best PE and PA opportunities possible within our mitigation procedure. <i>Log of meetings attended.</i>	Ongoing awareness of changes to guidance and opportunities.
	Regular updates regarding new resources and initiatives to engage and inspire activity at home and at school, shared with stakeholders.	Part of LSLSSP buy in. (£1340.75 from 20-21 budget)	A wide range of opportunities available to all children and supporting parents to encourage physical activity and mental wellbeing. <i>List of opportunities.</i>	Mentally and physical healthy children in school and at home.
Teaching staff able and confident to deliver PE in current conditions.	Current best practice and adapted resources, including lessons to be shared with staff as they become available.	Management time and LSLSSP buy in. (£1340.75 from 20-21 budget)	Children participating in regular, high quality physical activity at home and school	Mentally healthy and physical fluent children taking part in regular PE.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Pupils to be exposed to a wide variety of sports and pursuits so that all children have the opportunity to pursue an interest.	Sports apprentice to prepare and share resources, including lesson plans and instructional videos, to enable the delivery of 'new' content, for example, Lacrosse, Handball and Dodgeball. Building on basketball, football, hockey etc.	Apprentice wage	Engagement in new and different PE and sport opportunities.	Improved and more varied curriculum provision.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Opportunities for engagement in virtual competitions.	A range of virtual competitions, some run in school and some run from home, including QUAD cup, XC, football inter school competitions.	Part of LSLSSP buy in. (£1340.75 from 20-21 budget)	Children have the chance to succeed as part of a team, virtual challenges have meant that new participants have engaged who have been reluctant to engage in different formats. <b>Participation register.</b>	Many more children have the opportunity to compete and represent the school in competition.

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