

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
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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>1 hour of PE provided to each class per week.</p> <p>Midday Supervisor to be trained to support structured activity during lunchtimes and break times.</p> <p>December 2020: Glow in the Dark Dodgeball used as an enrichment and reward activity for Year R – 6, thus widening the range of sports and activities the children are exposed to.</p>	<p>Making sure that PE and Sport is provided across the school as much as possible within new Covid-19 guidelines, as set out by the government.</p> <p>Using the carried over money from last year’s grant to support our CPD and teaching of high quality PE in this current climate.</p> <p>Offering a wider variety of after-school clubs (when restrictions allow).</p> <p>Identifying those with the greatest needs prior to lockdown and targeting them for support in PE lessons and for extra-curricular clubs.</p> <p>Apply for bid for Lottery Funding for an outdoor gym for school and wider community use.</p>

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

Please note: Any highlighted sections indicate successful implementation and impact during 2020 – 2021.

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: £3, 410</b>	<b>Date Updated: 02.02.2021</b>		
<b>Key indicator 1: 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</b>				<b>Total Carry Over Funding: £3, 410</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability</b>
<p>All children are provided with as many opportunities throughout the school day to be physically active.</p> <p>Break and lunch times provide opportunities for structured physical activity.</p> <p><u>Per week:</u>  x10 15-minute breaks AM &amp; PM  x5 30-minute break lunch time  x1 60-minute PE lesson</p> <p>Total = 6 hours per week</p>	<p>Ensure that each class has timetabled one hour of taught PE each week.</p> <p>Purchase class sets of PE equipment for classes in KS1 to reduce equipment sharing.</p> <p>Use existing PE equipment for classes in KS2 on a weekly rotation.</p> <p>Conduct an audit of PE equipment and identify gaps for purchases to be made.</p> <p>Re-designate school hall back into a PE learning space.</p>		<p>Carry over funding allocated:</p> <p>Colour coded PE equipment for KS1 – £423.72</p> <p>Playground dividers for KS2 – £1479.95</p> <p>All children received one hour of taught PE each week, which was in addition to structured break and lunch time activities. We increased the amount of time for physical activity through break and lunch time.</p> <p>All children have been physically active at break and lunchtimes.</p> <p>Children in KS2 have had the opportunity to play a variety of sports and games using existing equipment, achieved through a rota of sports equipment each week.</p> <p>Any gaps in PE resources have been closed, which has enabled teachers to deliver a full curriculum. Additional resources purchased where gaps identified.</p>	<p>The timetable is open for teachers to choose when to deliver their one-hour PE lesson.</p>

			Improved availability of the school hall has enabled PE lessons to continue in the event of poor weather.	
Promote and raise engagement of children and families in PESSPA.	Create additional school Twitter account to promote sport and physical activity within and beyond school.	Created and is @RShawSport.	Parents now have another place to view information on sports and PE in school.	When possible, ensure a broad range of after school clubs.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p>The Year 6 cohort did not attend swimming lessons due to the COVID-19 outbreak. Therefore, we have no data for this group of children.</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 2020.</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>This was planned for, however not used due to COVID-19.</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 - 2021		Total fund allocated: £19, 680		Date Updated: 02.02.2021	
<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>Percentage of total allocation: 17%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>	
<p>2 hours of PE timetabled for each class per week, alongside structured activities during playtimes and lunchtimes totalling 1.15hrs a day, equating to (including PE sessions) 7:15hrs of structured activity per week.</p>	<p>Timetables set half termly, staff to sign up for their slot.</p>	<p>£0 £1475 – Premier Education</p>	<p>Children were engaged in PE for 60 minutes a week minimum, with added playtimes and lunchtimes (also with structured activities) this means children are accessing around 7hrs of physical activity a week.</p>	<p>Make sure that midday supervisor is trained to prepare activities for lunchtimes.</p>	
<p>KS2 Playground to be zoned effectively to ensure more bubbles can access the area at any one time.</p>	<p>Timetabled PE lessons take place; physical barriers are purchased to divide playground.</p>	<p>Spent from carry forward £1479.95</p>	<p>Monitoring of class timetables and lesson observations indicated PE lessons took place. Zoned areas of the playground used to maximum effect ensuring full timetable of PE.</p>	<p>Increased socially distanced outdoor spaces to be used effectively.</p>	
<p>KS1 children to have classroom sets of equipment to make sure that equipment is not shared and each class can provide high quality PE with their resources.</p>	<p>Colour coded equipment sets bought for all KS1 classes to make sure equipment is not shared.</p>	<p>Spent from carry forward £423.72</p>	<p>KS1 classes used their equipment to provide high quality PE, to develop key fundamental skills such as throwing, catching, hand-eye coordination and balance.</p>	<p>Class teachers take charge of their equipment and all KS1 children develop skills through play.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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:
Pupils understand the importance of health and fitness and understand the benefits to living a healthy lifestyle.	Using Moki pedometers to raise the profile of a physical and healthy lifestyle. Introduce the bands to a class and explain the benefits and competition side of having them.	£0 £687 – Moki bands x1 class trailing.	Moki bands originally used in Y3 class. Motivation to have and used the bands was high and children were willing to wear them and be active in competition.	Pupil questionnaires about the use of social media around school. Have they seen it? Have they learned from it? Have they taken part?  Evidence gathered via Class Dojo or Showbie.
A physical education will be provided for the children who are not in school due to self-isolation.	Teachers to use Showbie or Class Dojo to share activities and lessons with any child isolating.	£0	Pupils remained active despite not being in school. Families have a better understanding of how to remain physically active whilst at home or in the local area.  Showbie monitored by PE lead ensured PE remained part of the remote learning offer.	Source information packs to access physical activities in the local area or at home (parental guides).
Join YST as a Trust member school. This will give me as a leader many benefits and networking opportunities. Also opportunities as a school to have an athlete/mentor visit.	Work through trust YST cpd sessions and make sure it used to promote and raise the profile across the school.	£550	Athlete mentor (Olympian 2010) visited school and ran workshops with 2 classes. She inspired the classes to work on their teamwork. One class was inspired to write about her and her achievements.	Begin to look for another athlete/mentor visit next year, and make sure that the athlete/mentor can visit as many children as possible.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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:
Teachers feel confident to deliver high quality PE lessons across the curriculum.	CPD will be readily available for teachers should they need it. Teachers will feel confident using the skills progression document to assist their planning and delivery.	£1,500 £1475 – Premier Education (same as earlier)	Lessons delivered were high quality, resources were used to their potential and teachers felt their teaching was effective. Any lesson observations carried out by the subject leader agreed with this judgement.	Ensure teachers make effective use of the school's skills progression document for PE, and draw upon any CPD received.
Teachers have the appropriate equipment to deliver a broad and balanced PE curriculum.	Conduct an audit of PE equipment and identify gaps for purchases to be made, cross referenced against school's curriculum overview document.	£2,000 427.57 Agility Tables Bibs, balls,...	All lessons were suitably resourced to enable effective delivery. All pupils were able to be actively involved in their PE lessons.	All PE equipment is stored carefully. Monitor equipment levels for general wear and tear or damage. Top up' as and when required.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
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>All pupils have the opportunity to experience a range of sports, either taught within the curriculum, offered as an extra-curricular activity or enrichment opportunity.</p>	<p>Conduct pupil voice activities to identify interest in sports.</p> <p>Source external providers, including after school provision.</p> <p>Identify enrichment opportunities throughout the year for all pupils.</p>	<p>£0</p> <p>£4,000 (£1475 Prem. Ed)</p> <p>£1,000</p> <p>Dodgeball – December - £398.00</p>	<p>Whole school and class assemblies incorporated gathering of pupil voice.</p> <p>Feedback from parents around their wish for character education to play a more prominent role has been responded to through adjustments to curriculum offer throughout school.</p>	<p>Draw on the skills of teaching staff who worked alongside the specialist coaches to upskill colleagues.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.5%
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:
As many pupils as possible should be exposed to competitive sport.  This can be through PE lessons, Intra school competitions and Inter School competitions.	As a trust we are competing in virtual competitions. The Twitter will be used to post intra school competitions.  We are taking part in the Sheriff's Challenge, an Inter-school competition to see which school can walk/jog or run the furthest. Make sure that competitive sports are planned into PE plans.	£500  Funding used: £0	Due to COVID-19, the number of opportunities to take part in competitive sports was significantly reduced. However, wherever possible we took part in Trust-wide virtual events, as well as 'bubble' sports days.	Begin to build a small schedule of intra-school events and competitions for children to access.  Continue to liaise with Trust HQ about Trust virtual events.

£11, 180 remains unallocated due to Lockdown 3.0. Once school re-opens wider, this funding will be allocated to helping all children catch up with their physical activity, stamina and interest. We are also hoping to be successful in our bid for an outdoor gym, accessed through Lottery funding.

Signed off by	
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Date:	05.02.2021
Subject Leader:	Rob McDonald
Date:	05.02.2021
Governor:	Rukia Shaffi
Date:	

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

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