

# 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  
TRUST



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>Being an active part of the Newham SSP and continuing to expose pupils to competitive sport.</p> <p>Increasing staff confidence in teaching PE.</p> <p>Pupils participate in a variety of sports within the school.</p> <p>Increased PE time for all year groups to two sessions a week.</p> <p>Good SEND provision for sport within the school.</p> <p>A wide variety of sports equipment across the school for most sporting activities.</p> <p>Continuing to provide PE for pupils whilst they undertake home learning.</p>	<p>Further develop SEND participation and ensure a good level of inclusive practice (every year group to have 1 half term based on inclusive sport).</p> <p>More team-teaching of sports (gymnastics, dance and cricket) unable to take part due to restrictions this current year and will be carried over.</p> <p>Active play - wider variety needed.</p> <ul style="list-style-type: none"> <li>- Cricket area</li> <li>- MUGA use</li> <li>- Basketball area</li> <li>- Sports leaders running KS2 play.</li> </ul> <p>More sport awareness days</p> <ul style="list-style-type: none"> <li>- olympics</li> <li>- Sports day</li> </ul> <p>PE for home learning children.</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: £0</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £0
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

<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.</p>	<p>Children unable to partake in swimming due to restrictions linked to pandemic.</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>%</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>%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</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>Yes/No</p>

<b>Academic Year: 2020/21</b>	<b>Total fund allocated: £</b>	<b>Date Updated:</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>				Percentage of total allocation: 30%
<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:
Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all.	Purchase of additional PE resources to support PE sessions e.g. Balls/Racquets. All sports and activities taught in PE sessions to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in lessons.	4000	Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons. Equipment audit by PE coordinator linked to planning.	Continued monitoring of PE resources for wear and tear. Purchasing plan to ensure all sports are adequately covered.
Access to additional resources to be used to allow for active lessons and activities for wet play.	Subscription to 5 A Day TV whole school and home licence. Promote to parents through half termly sports newsletter and signpost to school website link.	250	This is an ongoing resource which has been used for sometime. Children and staff have said that they enjoy using it.	
Access to increased range of high quality resources to facilitate active play	Purchase of additional playtime resources and replacement of lost or broken resources. Children have access to a wider range of resources which encourage active play.	500	Pupil voice survey. Children have more space at lunchtimes currently due to bubble systems. More structured games have been requested further to the increased equipment.	Continued monitoring resources for wear and tear Purchasing plan to ensure all sports are adequately covered. Provide training for lunchtime staff to engage in high quality active play.
Purchase of resources that facilitate active play in EYFS.	Purchase more bikes and trikes to develop coordination skills in EYFS.	250	More options for children within bike and trike sessions to develop balance and coordination. Session observations.	Develop resources that support the best use of learning opportunities for bikes and trikes. Increased access to physical resources available in the EYFS area during free flow play.
Access to increased range of high quality resources to facilitate active play	Purchase and fit a cricket net to be used by pupils at break and lunchtime.	500	Pupil voice survey. Children have requested the chance to play specific sports.	continue monitoring resources for wear and tear.

<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:
				10%
<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:
Inspiration taken from Japan Olympics as a whole school topic for Summer term 2021.	Planning to focus on Olympic values, sports and athletes to inspire children to take up sports. Plan curriculum in class work around Olympics Plan experiential sporting activities in 2 weeks of active sports.	See below	Olympic fortnight to engage and excite children. Greater take up of sport both in school and out of school with local clubs.	Plan events which allow for correct government guidelines and allow for phase bubbles.
Improved use of the Forest School area to support the curriculum and children's mental health and wellbeing.	Purchase of additional equipment that will allow easier high quality access for all children to the 'Forest School' areas both as part of the curriculum and during play.	500	Forest School spaces are used more frequently in planned curriculum activities and for play and extracurricular activities.	Continue to develop the space to make it purposeful and effective in supporting the curriculum.
FSM and SEND children are planned for and lessons and clubs facilitate full engagement of all children.	Purchasing equipment to allow for whole classes to participate in adapted lessons. Training for staff working with SEND children on how to facilitate active learning.	1000	Pupils have increased physical activity. Opportunity to take part in competitions as part of NSSP.	Monitor equipment and purchase more in line with advice from SENCO and those who come in to train staff.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:
External coaches - remotely and possibly in person - summer term - to work alongside in school staff to support and develop.	Using coaches for a year group to allow for a bubble. Perhaps look at remote coaching or CPD to support before lessons rather than actual coaching.	From NNSSP	Staff have asked for certain more specialised sport to be supported.	Bring in external coaches to work with staff across a range of subjects to support and develop skills.
As above	Cricket and Tennis coaches in the Summer term for years 5 and 6.	500	Pupils have a much more specialised understanding of two skilled sports.	Pupil and staff voice. Is it benefiting? Continue booking for September and June for next year.
Increase staff confidence around areas of 'weakness'	Staff offered remote training in areas which have been raised as issues.	From NNSSP	Staff survey taken and dance and gymnastics areas raised as concerns. That is why training is being delivered in these areas.	When whole school in person training is once again allowed, teachers would benefit from CPD in dance and gymnastics.
Increase LSA confidence and provide more opportunities for SEND pupils	Training offered to staff working with SEND pupils and those working 1:1. This will be inline with the new equipment purchased.	From NNSSP	Staff survey taken and observations of pupils learning. Consultation with SENCO.	When whole school training is once again allowed, teachers would benefit from CPD in person.

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:
Introduce more broad ranging sports to be covered across the school. Look at how the sports and activities are covered in a spiral way.	Develop a new curriculum to provide a wide variety of sports to ensure all areas of PE are covered including swimming, invasion, net and ball as well as dance and gymnastics. Additionally ensure pupils have a clear progression. PE Hub.	500	New curriculum and resources well received by staff and pupils'. Increase PE lessons to twice per week to allow for more broad coverage.	How can we expand these PE lessons beyond the classroom, hall and MUGA?
Ensure all aspects of PE and sport are covered across the school.	Introduce table tennis and new table tennis equipment to ensure racquet sports are covered.	£1000	New curriculum and resources well received by staff and pupils'.	Pupil and staff voice - collected through Google form. Ensure equipment stays updated.
Year 5 and 6 children offered Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills.	2 day course booked Road Safety for all year 6 children. Supply cover for adult supervision.	free	Used in previous years. Delayed due to lockdown.	Leaflets and advice on cycling and road safety sent home Course booked for next academic year
Japan Olympics 2021: School to hold 1 week School Olympics event covering a wide range of sports events both in school and out of school culminating with the school sports day.	Plan a series of events and sports for children to experience. Perhaps meeting local sports people (online). Purchase medals for children.	500	Children to each experience at least 8 sports. Children receive coaching from at least 3 external sports coaches. KS2 children to take part in one sporting event off school site	Plan sports well in advance. Plan timetable so all children get to experience all sports.
Increase participation in swimming	Give all children in year 4 swimming lessons to prepare them for swimming in year 6.	Carry over to next year.	This has been done for a number of years but due to the current pandemic, we will need to increase our year groups which swim.	Assess which children have not had swimming lessons before year 6 and provide a 'catch-up'

Key indicator 5: Increased participation in competitive sport				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:
To attend local sports competitions to work alongside and compete against other local schools.	<p>continue with membership with Newham SSP: Taking part in inter- school competitions within local school partnerships - moved to online. Link competitions with PE curriculum map so pupils can demonstrate their new skills. Enter inter-school SEND competition all taken part remotely.</p> <p>Create in-school competitions which will be supported by house captains to allow for larger amounts of pupils to experience competitive sports.</p>	4000	Large increase in involvement with outside (remote) competitions. Support for PE lead in previous years for sports day and in school competitions.	<p>Challenge local schools to matches in specific sports which are taught in PE.</p> <p>Further develop in-school competitions which will be supported by house captains to allow for larger amounts of pupils to experience competitive sports.</p>
Reward pupil's efforts when participating in Sports Day and raise the profile of pupil's sporting achievements	Purchase medals for 1st, 2nd and 3rd places for sports day. Purchase trophies for pupils' in intra-school.	500	Pupils' voice response. Some children felt a reward would make more children want to compete.	Purchase again for next year. Expand reward scheme to lunchtime games.
Promote participation in sports - discover what pupils' would like to see more of.	Purchasing kit for pupils to wear to events.	Last year's budget	Pupils' voice response. Children asked for a kit and felt it promoted the school more as we do not have a uniform.	PE lead to be aware of wear and tear. Purchase more warm weather kit.

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