

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



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

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 **31st 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:
Maintaining PE lessons through online learning – DE continued to record videos for each year group on their PE day and set up own YouTube channel, as well as updated Take a Break page on school website	

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

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.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?					Total Carry Over Funding:
					£
Intent	Implementation		Impact		
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?:	

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? N.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.	%
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 over and above the national curriculum requirements. Have you used it in this way?	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: 19,540	Date Updated: July 2021	
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				Percentage of total allocation:
				%
Intent	Implementation		Impact	24.43%
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:
Participate in structured, high quality physical activity during playtimes.	*employ coaches from Welling Sports Community Scheme (WSCS) to work with children at lunch time on a rota basis *PE staff/HT to liaise with WSCS to ensure high quality activities are provided *all year groups to have a supply of balls and equipment for playtime to encourage more physical activity *interesting playground markings on both playgrounds *adults supervising each area and interacting with the children *children to come to school in their outdoor PE kit on outdoor PE days	£4680	Due to Covid restrictions, the children are in bubbles at playtimes. This means that there each year group has half the playground to use and therefore has more space to participate. Each year group alternates which half of the playground they use to ensure that they have access to the goals and markings. Each year group bubble has their own bag of equipment -various size balls etc- to access. More children are able to play with these resources as they are not shared out among year groups, allowing more children to participate in physical activity. Classes are getting more time to	*Ensure that all year groups have their own supply equipment – this allows more to take part in different activities *Involve children in the purchasing of the equipment – ask what they would like etc *Purchase new equipment (such as sponge footballs, bouncy balls) in advance to ensure a constant supply of good quality resources Discuss the possibility of all

<i>To strive to maintain a positive attitude towards PE regardless of ability or skill.</i>	PE teacher to award 'Sports Person of the Week' award to a child in each class for their effort, attainment, enthusiasm and determination in each lesson.	£94.50 for trophies	participate in high quality PE lessons as they are already dressed – up to 15 minutes more active time than before. Children are engaged in PE lessons and can identify areas where they can improve, but also where they have done well. Children are proud of their achievements and want to win the award each week. This has been particularly evident in children who may not be as confident in PE as others.	classes coming in to school in PE kits on either day they are scheduled for PE to ensure increased PE time across indoor and outdoor learning.
---	--	----------------------------	---	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

%

1.37%

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:
<i>Participate in a range of physical activities when a PE lesson cannot be completed (e.g. due to weather, hall being used for other activities etc)</i> <i>Participate in at least 30 minutes of physical activity a day (school target for 60 minutes per day – 20 minute play time, 30 minutes lunch time + an extra 10 minutes throughout the day)</i>	5 a-day.tv subscription renewed annually to allow teachers an indoor tool to support physical activity WSCS coaches to support and guide children at lunch time Daily Mile to continue to be promoted to provide an extra 10-15	£268 As above None	Classes are participating in indoor PE in their classrooms using 5-a-day.tv as hall use has been restricted due to Covid bubbles. Re-engage families with WoW (Walk on Wednesday) *Walking Bears have had to be stopped due to Covid restrictions.

Created by:



Supported by:



	minutes of daily physical activity			
--	------------------------------------	--	--	--

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:
All staff to be confident to teach a range of high quality PE lessons, developing a positive attitude transferred to children	Opportunities to watch PE teacher and 'team teach' lessons where possible. PE teacher to teach across the key stages to ensure consistency in expectations.	None	Unable to be implemented this year – a priority for next academic year. PE teacher has taught all year groups except Nursery & Year 4. Standards in PE are consistently high and children look forward to their weekly outdoor lessons.	Arrange appropriate CPD for staff both internally and externally. Ensure that those year groups who do not have the PE teacher teaching them still have the same high quality PE and access to same resources and ideas by sharing planning.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	9.8%
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:
Continue to create a positive attitude towards PE and have the confidence to try new activities.	PE teacher to evaluate the curriculum and buy new and appropriate resources where necessary to allow new or challenging activities to take place -agility rings and new bibs have been bought to encourage more team participation	£180	Children are enjoying learning something different and applying skills learnt in other areas. They are increasingly confident of working as a team across different sports and activities, ensuring that on sports day everyone is confident to take part.	Continue to look for new and innovative ideas to implement with the children to keep them engaged and buy appropriate resources.

	Appropriate resources in the hall to encourage more dance and gymnastic involvement – replaced the old gym mats with new ones	£1,740	Teachers are more confident in the resources available.	Maintain the mats in the hall so that they remain in good condition and can be used reliably to support children in physical activity.
--	---	--------	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0.38%
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:
<i>To ensure that positive attitudes are maintained towards competitive sport, regardless of outcome. Participate in borough wide activities e.g. football where possible</i>	PE teacher to liaise with other schools in the borough to arrange games – Covid restrictions permitting and continue with membership of BPSSC	£75	Unable to participate in borough wide football competitions due to bubble restrictions in place.	We have entered different football cups for the next academic year and will try to increase the amount of friendlies against other schools where any further restrictions allow.

Signed off by	
Head Teacher:	
Date:	July 2021
Subject Leader:	Deborah Sears
Date:	July 2021
Governor:	
Date:	July 2021