

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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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 **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:
<ul style="list-style-type: none"> • GOLD kitemark status for participation/achievement in School PE and Sport 2019 2020 • Real PE scheme fully integrated into school and assessment for PE trialled using Real PE system. • Real Gym trialled in Foundation Stage/Year One with PE lead / PPA PE teacher. • High Quality PE lessons twice weekly for all children. • Sport leaders from Year 2 – established in Term 2, used until lockdown in Term 3 March. • Termly Interschool competitions for KS1 children in Terms 1 and 2 until lockdown in Term 3. • Participation in Virtual competition during lockdown, home challenges submitted to CSET and certificates produced. • Change for life Club established Term 2 before lockdown. • PE lead attended training for Ofsted deep dive in PE. • PE Lead formulated skills progression throughout the school. 	<ul style="list-style-type: none"> • PE on SDP to raise profile and to meet the needs of the children and to address wellbeing across the school. • Curriculum Principles and Skills document to be produced • REAL PE CPD for all staff in INSET – to increase staff confidence and to ensure progression. • Resourcing – new resources to enable delivery of high quality PE.

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.

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 2020.	% NA
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% NA
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%NA
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?	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: £	Date Updated:	
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	
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:
<ul style="list-style-type: none"> All children to be timetabled 2 hours of PE each week - high quality PE using REAL PE and REAL Gym. All children taught fundamental movement skills across all year groups to enable them to acquire different skills and access different sports. 	<ul style="list-style-type: none"> PE delivered by school staff trained in Real PE. Terms 1 and 2 PPA Teacher (Staff member) to deliver PE Real PE scheme used across school and progression of skills across year groups rolled out. AFL used to tailor needs of children and maximise learning and skill acquisition. 	£6,000	<ul style="list-style-type: none"> Holistic approach to PE using Real PE scheme – different cogs focussing on different aspects eg Physical, creative, social etc. Links with other areas of the curriculum. Children more physically fit and enjoyment of PE deepened. Children keen to partake in PE and more aware of how they can progress. 	Real PE to be fully embedded into the School curriculum and continuity and progression to be of paramount importance.
	<ul style="list-style-type: none"> Enhanced provision through membership in CSET partnership – KS1 meetings/ opportunities for competition and support in all areas to deliver high quality PE. 	£2,160	<ul style="list-style-type: none"> Children benefitting from skilled staff and support from Sport professionals. 	Continued membership in PE Partnership. Links developed and relationships with CSET coaches,

	<ul style="list-style-type: none"> PE Lead has active role in Partnership and is up to date with developments and opportunities. PE Lead to monitor PE delivery across the school and to measure effectiveness and impact on the children's fitness and physicality. 	£200	<ul style="list-style-type: none"> Children increasing in skills and able to access different sports by building on skills learnt. Children self-motivated and confidence grown. 	Continued monitoring of PE across the Year groups and PE lead available to talk through schemes of work and planning to ensure continued success.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
<ul style="list-style-type: none"> To foster a love of sport and physical activity in all children whilst developing their skills and understanding of different sports. For all children to know what they are learning to do in each lesson and how they can improve and make progress. 	<ul style="list-style-type: none"> PE and School Sport given high profile in School SDP - to develop physicality and to see the link between physical activity and well being and mental health. High profile of PE in BHIS – PE uniforms worn on PE days. 	£40	<ul style="list-style-type: none"> Involvement in inter-school sport and opportunity to represent BHIS. Children canvassed via a questionnaire at the beginning of the year to determine attitudes around PE and how to improve. 	Pupil voice – Children canvassed at the end of the year to measure progress.

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	<ul style="list-style-type: none"> • Member of PE association to be able to access Festivals – Festival of Youth Sport/ Tennis festival. • After school clubs (when able) to encourage participation in different sports and to widen experiences of children. • Involvement in festivals and competition through CSET – virtually during lockdown. • Role of sport leaders is valued and Year 2 children used to increase participation during Playtimes. To be set up in Term 4, lockdown permitting. 		Increased opps for sport for all children. Children to value sport and to give it a greater profile in the school.	Continued involvement in festivals and inter school opportunities.
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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:
Staff confident to teach PE and teaching effective to enable pupils to progress and develop skills.	<ul style="list-style-type: none"> CPD - REAL PE MD (Ronnie Heath) to deliver training in INSET to include Intent, Implementation and impact. Real PE / Real Gym included REAL dance in the spring. 	£495	<ul style="list-style-type: none"> Children excited about their learning and aware of the next challenge and how they can improve. The visual content of the scheme allows for precise instruction and full engagement of the children. 	Monitoring of lessons by PE Lead to ensure progression and best use of resources.
	<ul style="list-style-type: none"> Jasmine (Create Real PE) platform used to access high quality resources and lesson plans for all children and to ensure progression across the school. 	£2, 420	<p>Safety of children priority to ensure no cross contamination and to be able to still deliver high quality PE across the Year Groups.</p>	High quality resources and storage purchased to ensure longevity of equipment.
	<ul style="list-style-type: none"> Resources purchased to enhance delivery of PE and to ensure separate equipment for each year group bubble during covid restrictions.) <p>(Benches, small apparatus, marker spots)</p> <p>Resources to be purchased to increase physicality of all children during outside play.</p>	£4, 455	<p>Increased opportunities for children to develop strength, dexterity, coordination and to promote health and well - being across the school.</p>	

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?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>All children encourage to access different sports and to experience different PE activities through our provision both in school hours and after school in clubs and in festivals.</p>	<ul style="list-style-type: none"> All children have access to a comprehensive and appropriate PE curriculum – a three year programme has been formulated to ensure coverage of the curriculum and progression and direct cross curricular links. Access to a range of PE activities through after school clubs and lunchtime activities. Sport leaders trained to lead more activity during lunchtimes and to to take an active role in delivery . KS1 Competition through CSET partnership and other festivals (Virtually during lockdown) 	<p>CSET funding as above,</p> <p>Signature Sports employed to deliver after school sports clubs.</p> <p>Subject to children being able to cross Year group bubbles)</p>	<p>PE Fully inclusive to all children. Children given the opportunity to develop their skills and progression ensured throughout the school.</p> <p>More opportunities for extra curricular sport.</p>	<p>PE Programme to be updated and reviewed regularly to keep up to date and to reflect the needs of the children.</p>

	<ul style="list-style-type: none"> • Change for Life club to be re-established engaging targeted children in more physical activity and to foster a healthy lifestyle through informed choices. • Provision for Pupil premium Children – access to a sports/ outdoor/adventurous club to promote social skills/ healthy lifestyle and opportunities for different skills. (Term 4?) 	<p>£80 (resources) Subject to covid restrictions)</p> <p>£1,350 Terms 4, 5 and 6</p> <p>Based on 15 children per session</p> <p>(Subject to covid restrictions being lifted/ being able to work across bubbles)</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:
. To provide as many opportunities as possible for children to take part in inter school competition, with other schools in the partnership and also the wider community.	<ul style="list-style-type: none"> Continued CSET partnership to enrich and provide more experiences and opportunities for all children to take part in festivals. (KS1) 	Partnership costing as above.		
	<ul style="list-style-type: none"> Tennis Club links, (Downend and Frenchay)- involvement in training (CPD) and tennis sessions in school for all children and involvement in competition. 	If COVID restrictions lifted		
	<ul style="list-style-type: none"> Festival of Youth Sport through PE Association membership. 	Subject to covid restrictions		

Date:	
Governor:	
Date:	