

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
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:

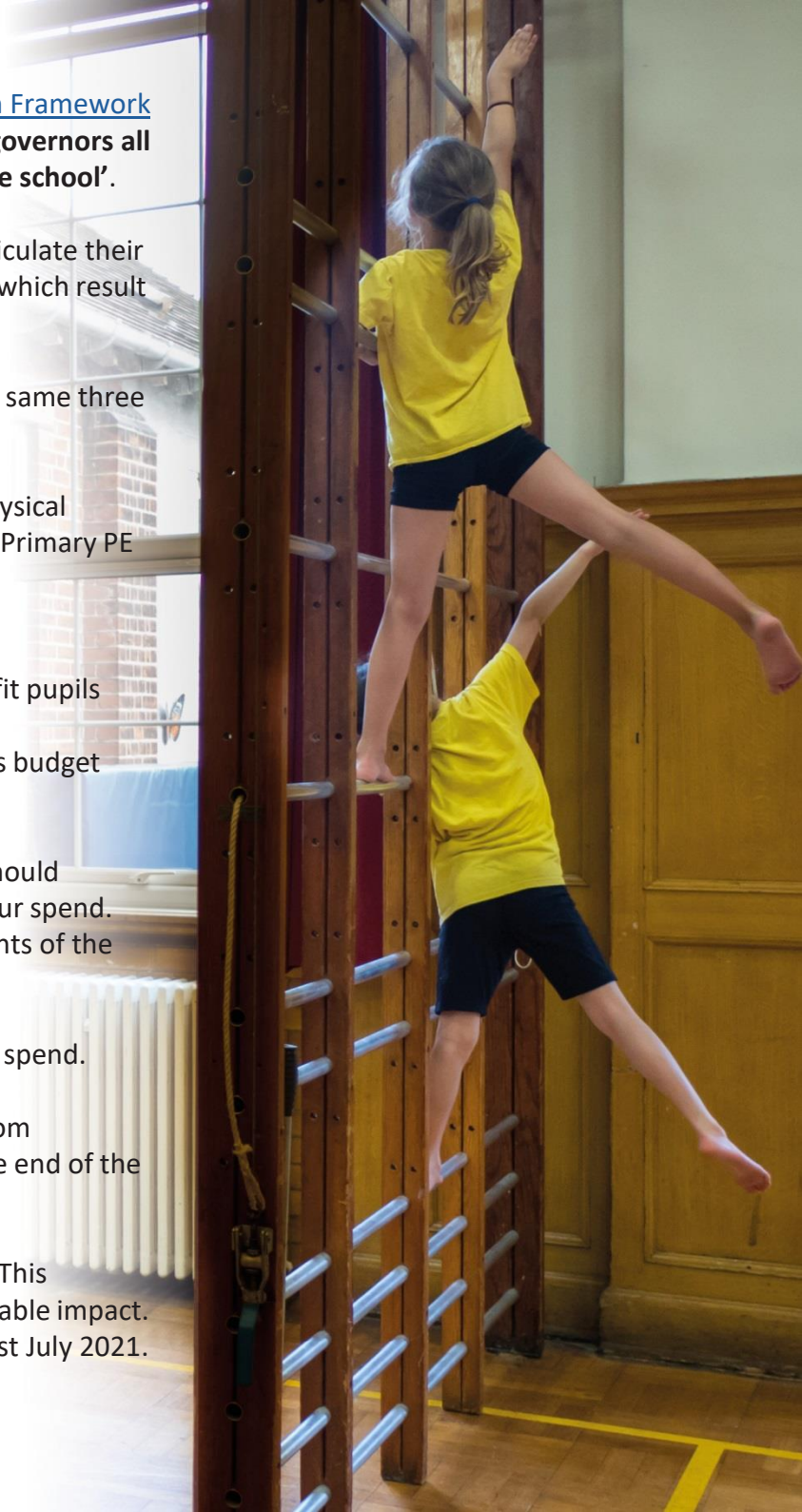
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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, including any under-spend from 2019/2020, 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.

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"> • All pupils receiving the statutory recommendation for PE in school every week. • Year group sports days were able to run this year in an adapted form in order to be Covid secure. • Whole-school skipping initiative embedded during Fitness sessions – every child in the school provided with a skipping rope of their own to use for these sessions. • Purchase and initial implementation of PE scheme by PE leaders alongside sports coaches. • Taking part in virtual school games competitions organised by local School Games Organiser. • Taking part in national Daily Mile initiative across the whole school of approaching 840 children. 	<ul style="list-style-type: none"> • Re-establishing school swimming lessons following a period of enforced hiatus due to the Covid 19 pandemic. • Re-establishing extra-curricular clubs across the school, as well as building back the culture of participation in and enjoyment of extra-curricular activities. • As the programme of inter-school competitive sporting competitions re-commences, ensure that our levels of participation are comparable to the period prior to the Covid 19 pandemic. • Provide climbing lessons to the Year 6 children as an addition to their core PE offer.

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020	£5,230
+ Total amount for this academic year 2020/2021	£22,140
= Total to be spent by 31st July 2021	£27,370

<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 which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</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>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.</p> <p>Please see note above.</p>	87.5%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	87.5%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	87.5%
<p>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?</p>	Yes

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: £27,370		Date Updated: July 2021	
£25,623 from the total income has been deferred to allow delivery of services from this financial year and in light of the period of school closure - that will be delivered in the next academic year.					
Key indicator 1: The engagement of all 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:
					1.4%
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:	
Participation in national Daily Mile activity by all children in the school.	<ul style="list-style-type: none">Promotion of the initiative and our participation amongst staff, children and parents.Creation of a school-wide timetable to ensure all classes and children are able to participate.Celebration of our participation on an outside display board in a prominent position in the school.	N/A	<ul style="list-style-type: none">Pupils are more aware of the benefits of being active and how easily they can travel a mile in the playground at break and lunchtimes.Pupils are aware of the Daily Mile scheme and its intents and purposes.	Create the opportunity for children to complete the Daily Mile independently in the playgrounds during break and lunch times.	
Top-up swimming lessons run for children in Year 6 who were unable to meet the National Curriculum requirements for swimming aptitude.	<ul style="list-style-type: none">Liaising with local swimming club Bristol Penguins to plan and deliver the sessions.Establishing which children	£370	<ul style="list-style-type: none">A greater proportion of children are now able to meet the National Curriculum requirements	Swimming lessons to be re-established next year and relationship with BPOSC to	

	<p>were still unable to meet the National Curriculum requirements for swimming and would most benefit from these sessions.</p> <ul style="list-style-type: none"> Organising staffing and logistics to enable children to take part in the sessions. 		<p>for swimming.</p> <ul style="list-style-type: none"> Some of the children previously unable to swim 25 metres are now able to comfortably exceed the National Curriculum requirements. 	<p>continue to be furthered. Children still unable to meet NC requirements received invitations to further lessons run by the swimming club in the summer holiday.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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 promote, celebrate and inform children and parents about sport and clubs in the school.	<ul style="list-style-type: none"> Three separate display boards to be maintained with pictures and information about PE and internal sports events the children have participated in. These boards have also reflected the importance of staying active in school during the period where organised sports may not have been happening. Maintain trophy cabinet in entrance hall of school with trophies won both in the past and more recently. 	<p>N/A</p> <p>N/A</p>	<ul style="list-style-type: none"> Two of the noticeboards are located next to a main entrance of the school so are ideally located for parents to view on their way into the school. Children are proud of the trophies which have been won and inspired to have a go themselves. 	<p>Ensure noticeboards reflect that sporting events and clubs will be happening again in a more normal fashion.</p> <p>Use notice boards as a platform to encourage children to participate in extra-curricular sporting provision in school.</p>

	<ul style="list-style-type: none"> Information about sports events to appear on the school events blog. 	N/A	<ul style="list-style-type: none"> Parents can quickly and easily see what has been going on in terms of sport. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Purchase and initial implementation of the PE Hub online system for curriculum management and delivery.	<ul style="list-style-type: none"> Purchase the PE Hub online scheme. Meet and communicate with Ed Support staff who will be delivering and monitoring the content. Alongside Ed Support Managing Director, establish a Curriculum Liaison position for a senior member of the team in school to support the effective implementation of the scheme. Ensure all necessary organisation is in place for the full implementation in 2021/22. 	£525	<ul style="list-style-type: none"> Following full implementation, Ed Support staff will have a greater level of support for planning and delivering their lessons. Children will benefit from increased consistency in the delivery of lessons and progression will be easier 	Annual membership to be continued. Continuing development of the role of Curriculum Liaison within Ed Support, including ongoing professional support and training from Managing Director.

Membership of the Association for Physical Education in order to support PE leaders in their professional development and ability to successfully plan and implement PE in the school.	<ul style="list-style-type: none"> • Purchase AfPE membership. • Use website and regular paper resources sent to the school to stay informed and learn about best practice in other schools. 	£152	<ul style="list-style-type: none"> • Increased up-to-date knowledge for PE leaders to share with colleagues and sports coaches and continue to develop the effective practice at our school. 	Annual membership to be continued. Use of professional resources linked in to performance management targets for subject leaders.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:
Implementation of Window on the World project across the school, with some of the aims of the project to be to introduce children to sports which they may not be familiar with.	<ul style="list-style-type: none"> • Sourcing and providing videos for class teachers to share with children relating to a range of different sports. • Additional information for class teachers to share in relation to the sports. • Specific focus on women in sports, including inspirational sportswomen. 	N/A	<ul style="list-style-type: none"> • Children were exposed to a wide range of sports which they may have been less familiar with, including ballet, fishing, the Eton Wall Game, mountain racing, knur and spell, marbles, street hockey, Paralympic events, summer and winter Olympic events and creative dance. • A week dedicated to inspirational sportswomen, with focus on individuals including Isa Guha, Nicola Adams, Katy Daley-Mclean, Mel Clarke, Steph Houghton, Rebecca 	Window on the World project to continue next year, with sport to remain an integral part of it.

			Adlington and Sasha Corbin.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.6%
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:
Participation in virtual inter-school athletics competition.	<ul style="list-style-type: none"> Entry managed and administered by PE leaders. Event promoted and encouraged across the school by PE leaders and class teachers. Children's results for the various events collated and submitted by PE leaders. 	N/A	<ul style="list-style-type: none"> Children enjoyed being able to compete against children from other schools in light of no face-to-face events running. Children were able to take part who might have been reluctant to do so had the events been 'in-person'. 	Continuation of some virtual events even when face-to-face events are possible again to increase participation in less-active children.
Running of school sports days in a Covid-secure manner in order to ensure all children are able to take part in a competitive sports event this year.	<ul style="list-style-type: none"> Planning of Covid-secure protocols for sports days in order to maintain the integrity of class bubbles and minimise the risk of transmission. Logistical planning for running seven separate sports days rather than the usual four. Adapting of plans to reflect that parents/carers are unable to attend sports days this year. 	£700	<ul style="list-style-type: none"> All children in the school had the chance to take part in sports day and enjoy being part of a competitive sports event. All sports days ran successfully and safely. Photographs from sports days were shared on the school blog. 	Running separate sports days for every year group proved popular and is something we will consider keeping organisationally even when separate bubbles are not required and parents/carers are able to attend.

