

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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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 **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:
<p>The use of external agencies has proven to be highly effective in ensuring that all the children in the school are accessing high quality PE. We have used Andrew Baylis and Matt Upston. Both are highly experienced PE specialists. They have been used for team teaching to support the CPD of the teachers.</p> <p>Forest School was a key aspect to this academic year as we spent more time outside due to COVID 19. Forest school was therefore a key focus and time and money were spent on this.</p> <p>More PE equipment was purchased and utilised throughout the school. During COVID times, each bubble had a PE book distributed to them.</p>	<p>Continuation of the use of specialists throughout the school to up skill teachers and give them more confidence to deliver effective PE lessons.</p> <p>Forest school will continue to be a focus and new staff that have joined will get the support from trained members of the team to help deliver an excellent outdoor experience.</p> <p>More PE equipment will need to be purchased as the school continues to grow.</p> <p>There needs to be an increased opportunity for extracurricular activities post COVID through after school activities and inter sports across the RELP.</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.

Academic Year: September 2020 to March 2021	Total fund carried over: £ 0	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.	NR
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.	NR (not relevant as we do not have Year 6 children)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	NR
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NR
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: £16,490		Date Updated: February 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		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
To encourage more physical activity during break times and lunchtimes as well as within lesson time. This will include regular ‘brain breaks’	1)Purchase of playground equipment as well as sports equipment related to PE lessons.		£4,441	PE equipment has been purchased and organised in the PE shed, both indoor and outdoor.	
Creation of zones throughout the school ground, for the children to access freely and cater for the different needs, abilities and activity level of the children, including a running track and use of the MUGA.	2) Introduction of running track stations to encourage participation in fitness during lessons and break times.		£2000 (from the PTA?) rest to be fund raised? So not from the grant. 4	Cost too high at the present time – Approx £25,000. Signs can be put up instead at a fraction of the cost which will still be beneficial for the children. Running track has been painted on the field. Next step: add in signs.	
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		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	

<p>Children are taught in a variety of ways to engage their focus and to ensure quality outcomes.</p>	<p>1) Delivery of lessons and support by experienced staff with OPAL and Forest school training, this will support and encourage a cross-curricular approach to outdoor learning.</p>	<p>£2,500 OPAL money £1,000 Forest school purchases</p>	<p>OPAL project has begun to take off with SH leading. OPAL staff have visited the school to discuss ways to move forward and OPAL equipment and focussed areas at lunchtime is beginning to impact upon the wellbeing of children, during their lunchbreak.</p>	<p>OPAL to be continued to be developed. Tyres tunnels and many other aspects begin to be built at the end of the summer term. Continue to develop this – what else is going to be available?</p>
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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	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Teaching and learning in curriculum areas is high quality	Specialist support from Exeter City Football Club, SportyStars, Andrew Baylis to aid in planning and delivery of PE in school. Be explicit that this is team teaching. Use a new PE scheme (Leap into life) that can be implemented by all teachers and is easy to follow, with clear objectives and structure of lessons.	£8,500 £49	The children and staff have benefitted greatly from having specialist PE sessions. Sessions are more focused and continue to upskill the teachers and children alike.	Next year the new PE scheme (Cambridgeshire) has been purchased, as this is best for the whole school as we grow. Teachers and external support to follow the scheme where possible. The teachers will video sections of the lessons to help reflect with the children and look at the specialists.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

<p>Enable a broader range of sports to be offered</p> <p>Offer a range of cross-curricular activities to encourage active participation outside of school.</p>	<p>Introduce more sporting clubs for KS1 (lunchtime and afterschool) to even the experience and opportunity across the school. Football club to be run by specialist</p> <p>Buy equipment that allows a range of extra-curricular activities to be taught</p>	<p>Allocated in the funding for sports specialists.</p> <p>In PE equipment budget above.</p>	<p>This has been majorly affected this year due to COVID restrictions and therefore sporting clubs have been put on hold for the majority of children in the Spring term.</p>	<p>The summer term saw the introduction of sports clubs. These were popular and will continue next year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
To enable more pupils to participate in school competitions and fixtures across a broader range of sports	1) P.E specialist running after school clubs in the week – AB and LR . Develop links with the St Luke’s School Sports Partnership to access the School Games programme.	Part of the above funding for sports specialists.	Children who haven’t participated in after school clubs before, are now taking part. Registers have shown that running is an activity of interest. Football club is also proving to be very popular and more girls are getting involved.	How can we add extra sporting clubs next year? This can be used to begin to develop the golden mile next year. This is to be pushed further next year – Dom from Exeter City to focus on this.

Signed off by	
Head Teacher:	O Wilder
Date:	25/07/21
Subject Leader:	S Newell
Date:	25/07/21
Governor:	
Date:	