

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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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"> • Ensured that fitness and well-being were promoted during lockdown • Purchased PE equipment to allow children to experience a wide variety of sport • Play equipment for play time and lunch time purchased • Additional sensory and fine/gross motor skills sessions to close the gaps developed during lockdown • Joined Purbeck Sports Partnership as ongoing CPD opportunities and sharing of good practice • Mindfulness and meditation workshops funded for Yr.6 pupils as part of transition • Promotion of better engagement in physical activity through class timetables and supported by PE HLTA 	<ul style="list-style-type: none"> • Continue to introduce children to new sports through clubs, taster sessions and events • Identify disadvantaged children's engagement in sport. Target low attendees. • To arrange whole school sporting activities and events throughout the year. • Building on the success of Move to Learn, introduce an additional club to focus on targeted children (social skills, fine and gross motor skills) • Continue with staff CPD opportunities • Reintroduce swimming as part of PE timetable for UKS2 and use some spending for equipment necessary for the teaching of this

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

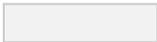
YES/NO * Delete as applicable

If YES you **must** complete the following section

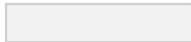
If NO, the following section is **not** applicable to you

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.

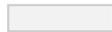
Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
Intent	Implementation		Impact	
The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles following lockdown	<ul style="list-style-type: none"> - Equipment to be purchased to support all children in being active during their break and lunchtimes. - Student council to be responsible for finding out which equipment should be sourced - Bronze Ambassadors to be trained and supported to organise equipment and playground games - Extended schools offer to include a wide range of clubs that promote physical activity and cover children’s interests - Staff CPD on activities that can be delivered through PE and other areas of the curriculum 	Carry over funding allocated:	<ul style="list-style-type: none"> ● Children are taking part in physical activities during break and lunch – pupil voice discusses this and their views on opportunities provided ● Student council surveys undertaken ● Bronze Ambassadors trained and delivering playground games ● % of children involved in after school clubs and representation across all groups ● Learning walks show greater physical activity opportunities planned within curriculum 	<p>Introduce Daily Mile and consider other ways to ensure children have daily physical activity</p> <p>Take part on sporting competitions organised internally or via Purbeck Sports Partnership</p> <p>Consider playground surfaces so that a safer environment can be provided</p>



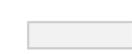
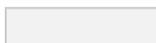
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<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p>As of April 2021, figures not assessed due to national lockdown and no access to lessons</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 2020.</p>	<p>As of April 2021, figures not assessed due to national lockdown and no access to lessons</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>As of April 2021, figures not assessed due to national lockdown and no access to lessons</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>As of April 2021, figures not assessed due to national lockdown and no access to lessons</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No</p>

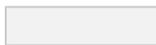


Action Plan and Budget Tracking

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.

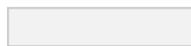
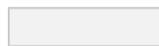
Academic Year: 2020/21	Total fund allocated: £	Date Updated:			
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				Percentage 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?	
<p>Children to be self-sufficient in sporting activities during break and lunch time.</p> <p>To engage disadvantaged children in sport.</p> <p>To target children who had least access to physical activity during lockdown</p> <p>To engage underactive children in sport.</p> <p>To improve the access to outdoor fitness equipment during break and lunch time</p>	<p>Sports HLTA to monitor and model activities during break and lunch time games.</p> <p>Creation and resourcing of invite only after school sports clubs</p> <p>To resource after school provision with better equipment to encourage sports after school</p> <p>Creation and resourcing of invite only after school sports clubs</p> <p>Purchased various new playground equipment</p>			<p>Children have been independently using the playground equipment to play sporting activities. There has been an increased interest in playing sport like football and basketball.</p> <p>Children's confidence has grown and behaviour has improved for some of the children taking part. There has been a high uptake for sports clubs and an increased engagement. Pupils have grown in confidence throughout the weeks.</p> <p>Pupils have been able to access the outdoor equipment all-year round. Pupil voice showed that children were enjoying using the apparatus.</p>	<p>Sustainability and suggested next steps:</p> <p>To further encourage the staff to engage in sports after school and to get out equipment for the children to play with.</p> <p>Train new Bronze Ambassadors children next year to become our young leaders during break and lunch times.</p> <p>To further encourage these children to attend our sports clubs next year to show if the benefits continue.</p> <p>This will continue for next year depending on the pandemic. If lockdown eases, more clubs</p>

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:
Widen sports provision within the school through purchasing of new equipment. Children to be able to swim 25m by the end of Key Stage 2 Introduction of the daily mile across the school to improve readiness for learning and to encourage parent and carer participation	Invest in new sports equipment such as inbuilt goals (not in yet), footballs, bench balls, tennis balls and a variety of other equipment for teaching sports. Swimming lessons taught at local swimming pool Equipping and making safe the playing field to create appropriate child-friendly circuits. Ensuring health and safety and first aid measures are appropriate and that relevant staff are fully trained		Children have enjoyed the new sports and more children have joined our after-school clubs. As of April 2021, figures not assessed due to national lockdown and no access to lessons Due to class bubbles and national lockdown this has not been able to take place from Term 1- 5.	Continue to implement a wider variety of sports for the children to participate in. To continue next year. To continue next year.

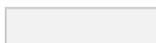


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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able 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:
To improve participation of vulnerable groups in PE and develop CPD in wider support staff through PE coach mentoring and lesson participation To increase confidence, knowledge and skills of staff in teaching P.E and sport.	3 x 1 hourly weekly sessions for 36 weeks with teaching assistants – Move to Learn CPD for all / CPD with PE HLTA for all CPD opportunities through Purbeck Sports Partnership		Support staff CPD and mentoring has enabled staff to gain confidence when supporting PE lessons and delivering Move to Learn. This has enabled our vulnerable groups to participate in PE lessons and clubs. Provision for vulnerable groups has increased significantly. Staff CPD has enabled staff to gain confidence and knowledge when teaching PE. This has also enabled pupils to develop confidence and self-esteem allowing them to engage fully in sports.	Continue to support staff confidence and CPD to support vulnerable groups, in order to ensure continue engagement in PE. Continue to expand on the relationships and offer opportunities for after school clubs and sporting events. CPD opportunities have been mainly online due to Covid restrictions.
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	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:



consolidate through practice:				
<p>Additional achievements: To successfully integrate dance into the PE curriculum</p> <p>To successfully integrate new sports across the setting and establish a new links with local agencies.</p>	<p>Dance lessons taught from an external company to all years including throughout lockdown to enable pupils to continue to have PE provision. PE HLTA to access CPD so that she can support and develop provision across the school Additional Specialist Provision PE sessions to improve Pupil well-being and develop fine and gross motor skills</p> <p>Remote learning Fitness sessions tailored to suit each year group and ability 1 x 1 hour a week per year group, run by qualified coaches</p>		<p>Unable to access due to lockdown and covid restrictions</p> <p>Remote learning sessions had shown a higher engagement and increased enjoyment for physical activity during lockdown.</p>	<p>To continue next year</p> <p>Continue to increase children's enjoyment and engagement levels through engaging PE lessons and events. Encourage children to become more active at home by raising awareness of sports and fun active activities that you can do around the house/garden.</p>



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 increase participation in school sports to enable them to lead a more active lifestyle. Establish collaborations with the county and local schools.	Purbeck Sports Partnership remote opportunities There was also access to virtual learning and participation during remote learning/lockdown.		Impacted by lockdown Need to evaluate terms 5 and 6 impact Remote learning PE opportunities had raised participation in sport during lockdown.	Continue to participate in a range of sports and competitive events. Encourage sporting activities outside of school and make children aware of sporting opportunities in the local area.

Signed off by	
Head Teacher:	Sara White
Date:	September 2020
Subject Leader:	Emma Drake
Date:	September 2020
Governor:	Kate Redman
Date:	September 2020

