

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by



Department  
for Education

Created by



YOUTH  
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 **31<sup>st</sup> 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"> <li>*Invested in quality equipment to support the teaching of PE.</li> <li>*Invested in new PE scheme Getset4PE.</li> <li>*Staff training to use new scheme via zoom.</li> <li>*Swimming (25m)</li> </ul>	<ul style="list-style-type: none"> <li>*Increase participation in School Games Competitions at BANES/SDP partnership</li> <li>*Key focus of PE and sports being increased across the school and the community.</li> <li>*Invest in quality provision for outside play.</li> <li>*Improve teaching and learning of PE across St Mary's Writhlington</li> <li>*Use the assessment tool provided by Getset4PE</li> <li>*Increase the level of children reaching 25m at the end of year 6.</li> </ul>

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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: N/A</b>		<b>Date Updated: 12.09.2020</b>	
What Key indicator(s) are you going to focus on?					Total Carry Over Funding:
					£N/A
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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.	80%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: £17,000		Date Updated:12.09.2020	
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:
					41%
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?
*Increased pupil participation		*Investing in SSP Games Association. Specialist coaches to work with high level and low level children.		£2000	More children able to access competition. This was impacted by COVID restrictions; however the school did participate in many inter sport competitions/Tag rugby event.
*Purchase of play equipment.		*A variety of equipment needed to appeal to a wide range of groups during lunchtime and break times.		£1500	Play resources in school are of a high quality and accessible for all-Each class allocated a bag of playtime equipment.
*Top Up Swimming Lessons so pupils are able to use swimming as a lifelong activity.		*Ensure children at St Mary's leave school being able to swim 25m.		£3500	Top up given to some year 6 children.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					7%
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?:



*Raise profile of PE in school by providing branded clothing.	*Design and order clothing. Pupils representing School in competitions and staff.	£500	New PE hoodies introduced to whole school. Added to school uniform policy and promoted on website/facebook page. Staff also provided with hoodies to represent sporting events a uniformed approach.	Continue to promote PE uniform, order spares for each key phase.
*Raise a PE at home momentum by creating online platform	*Provide on the school website ideas for parents and children to enjoy together outside of school.	£200		
*Improve and maintain outdoor facilities for PE and sport.	* Mark school field for different sports		Field marked for sporting events/Sports Day/Football	Continue this for through to the following year.
*To celebrate success of pupils in PE, school sport and physical activity, focussing on performance, progression and life skills.	*Celebrations in assembly, newsletters, classroom and school website.		Celebrations of events held in assembly/ newsletter	Continue this next year with school website.
*Raise profile of PE	Getset4PE	£550	High-quality PE lessons have been taught. Staff more confident in the delivery of PE. Questionnaires given to staff.	Teachers to take a more advanced role in delivering all of their PE sessions next year. Not as many coaches in.

<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 teaching and learning of PE.	*Invite a range of coaches to come in and work with different year groups through joint teaching practice.	£4000	Football coaches came in to work with Year 3, 4, 1 and Reception teachers. Dance coach to work with all year groups.	Keep taking advantage of coaches to support our curriculum teaching within the SSP.
*To provide staff with training to increase confidence and competence.	*Sports specific TA/teacher to take children to a range of events during the school day if possible, as well as offering a wide range of clubs.  *Disseminate PE Professional Development courses provided by B&NES SSP to staff.  *Advertise opportunities provided by other sporting bodies and providers.	£250	Cricket and Gymnastic coaches provided through SSP. Record of events and activities attended – Sports Diary Record of actions undertaken by PE Lead	
	* Attend PE meetings to gain ideas and seek out best practice and disseminate ideas to SLT.  *Attend other meetings as appropriate.	Supply cost £500	Effective monitoring undertaken	Continue to liaise with the SSP and Attend meetings.
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:				
Additional achievements:	Physical opportunities provided through forest school to open horizons to new activities. Teachers provided with opportunity to plan and design new activities working with forest school lead.	£2500	Forest school took place with Class 6.	
*Costs to run forest school				
*Costs to take children to local sports centre.	Physical opportunities provided to encourage other outside activities- Tennis, climbing wall.	Term 5/6	This was unable to take place due to restrictions.	To offer more clubs such as tag rugby coaching, football, netball, basketball and multisport. To engage with local secondary school on provision/support.

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:
*School Sport Partnership membership to allow entry into competitive sport events	*Enter as many competitions/festivals as possible. Ensure opportunities are available for a range of ages and sports.	£1000	Lots of intersport competitions took place in school. A few outside of school. Rugby, but due to COVID these were limited.	To maintain this into the next academic year.

Signed off by	
Head Teacher:	Mrs Lampert
Date:	12.09.2020
Subject Leader:	Mrs R K Dobson
Date:	12.09.2020
Governor:	Approved by Governors
Date:	October 2020