

# 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:

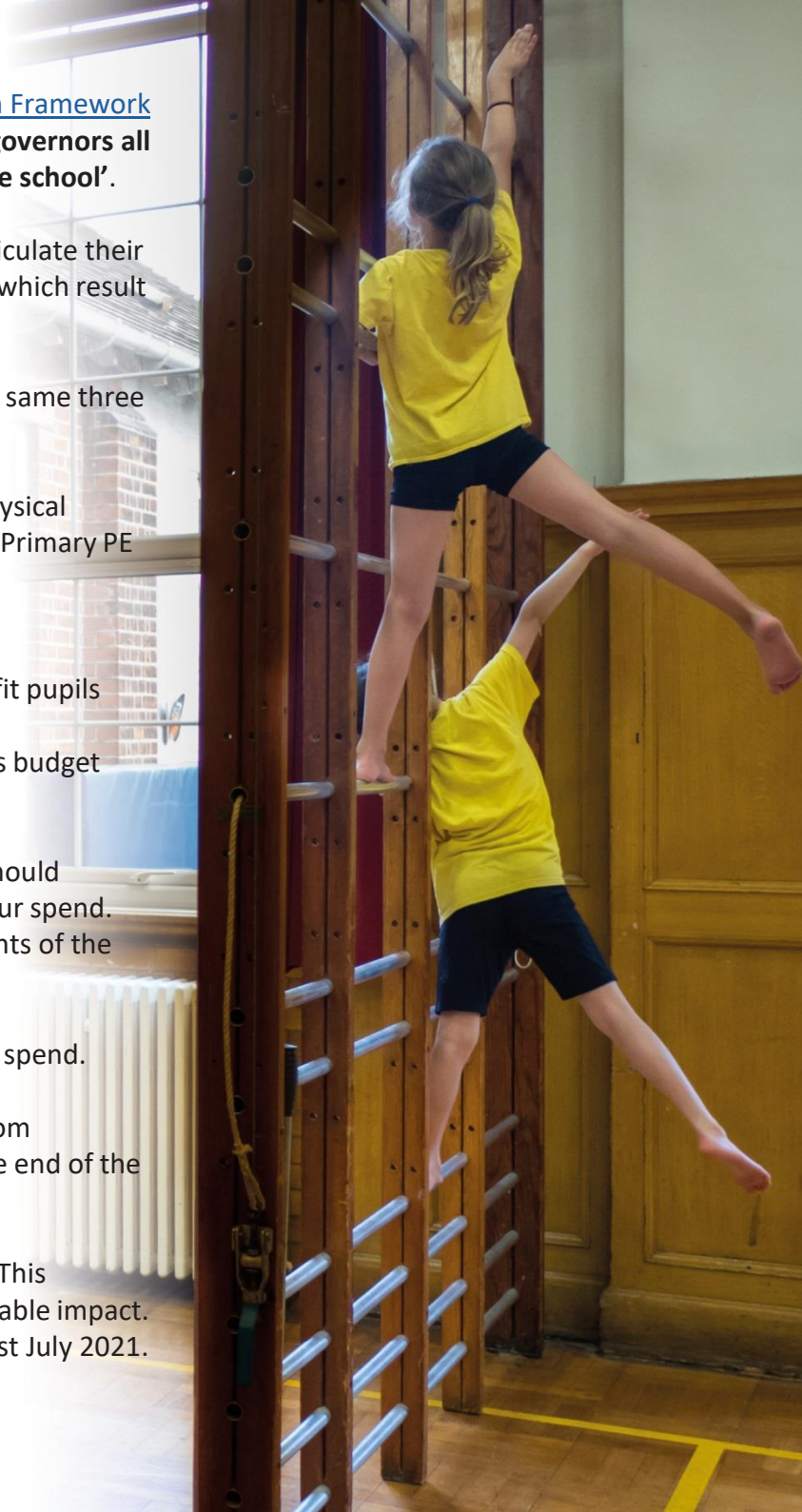
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](http://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 **31<sup>st</sup> 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"> <li>- A subject specialist TA employed to support and deliver PE across both Key Stages</li> <li>- Delivering exciting and well developed extra-curricular provision, allowing a range of sporting activities to be experienced by all primary aged children and allowing children to be active across the school</li> <li>-Continued use of the Golden Mile across the whole school to encourage daily exercise.</li> <li>-Virtual REAL PE training for teachers in order to provide ideas to support teaching and delivering the PE curriculum.</li> <li>-Termly intra-school competitions promoted and celebrated through assemblies has risen the profile of Sport across the school.</li> <li>-The P.E cup awarded half termly in KS2 Cup Assembly encouraging participation and progression in PE for all children.</li> <li>-PE coordinator maintaining a network of sports specialists (SASP, YSG, LTA) to introduce new ideas and promote active participation in sport.</li> <li>-PE coordinator has rolled out LTP and MTP across the whole school to Ensure key skills progression across all sports.</li> <li>-Maintaining the Gold School Games award</li> </ul>	<ol style="list-style-type: none"> <li>1. More children active in competitive opportunities at lunchtimes led by Sports Leaders/Sports Crew to encourage active play – fitness circuits, football, netball, skipping etc. (When covid safe)</li> <li>2. Provide opportunities to become more competitive in hockey, tag-rugby, cyclo-cross events, swimming and girls football. (intra-school where extra school in not possible due to covid restrictions)</li> <li>3. Further embed the Golden Mile to allow for more competition and a more efficient tracking system.</li> <li>4. Encourage a wider range of sporting opportunities by investment in <b>volleyball and badminton</b> equipment for after school and intra school competitions.</li> <li>5. Procure scooters for Year 3 to encourage outdoor play.</li> </ol>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?NO

<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><b>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.</b></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><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 2021.</p> <p>Please see note above.</p>	<p>65% of CURRENT YEAR 6 CHILDREN WHEN THEY SWAM IN AUTUMN TERM OF YEAR 5 (No swimming while in Year 6 due to covid)</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>Please see note above.65%</p>	
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>100% of CURRENT YEAR 6 CHILDREN WHEN THEY SWAM IN AUTUMN TERM OF YEAR 5 (No swimming while in Year 6 due to covid)</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>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: £19,620.00	Date Updated: July 2021	
<b>Key indicator 1:</b> 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: 78%
Intent	Implementation	Impact		Sustainability and suggested next steps:
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?:	
<ul style="list-style-type: none"> <li>-Engage children in active lunchtimes to increase participation and encourage healthy lifestyles</li> <li>-Reduction in the % of the least active pupils through a targeted 'Get up and Go!' early morning provision</li> <li>-Continue the Golden Mile across the school to get all pupils to take part in at least 15 minutes of additional activity every day. (In addition to PE lessons).</li> <li>-To compete in a range of events that are both inclusive (suitable for all) and competitive.</li> <li>-To provide a range of after school sports clubs to suit all children</li> <li>-Trained Sports Crew to encourage lunchtime activity using fitness grid.</li> <li>-To ensure all children have 2 hours of PE a week through high quality PE lessons</li> <li>-Promote classroom based exercise using internet based videos</li> </ul>	<ul style="list-style-type: none"> <li>-Promote intra school competition.</li> <li>-Identify activities and websites to support teachers to deliver.</li> <li>-Identify least active and invite to early morning sports club (when covid safe)</li> <li>-PE Curriculum map rolled out and assessed using teacher feedback (Long term and medium term planning)</li> <li>-Using imoves, PE with Jo Wicks, Cosmic Kids Yoga</li> <li>-Set up a dance club led by TA</li> <li>-TA and teachers to run after school clubs</li> </ul>	Sports Coach £18,388.00	<ul style="list-style-type: none"> <li>- Children are more active (including least active) during playtimes when using the outdoor play/sports equipment. (Skipping, football, basketball, tennis etc)</li> <li>-Children understand the importance of physical activity and can begin to explain why.</li> <li>-Children in after school sports clubs have been able to practise skills taught in PE lessons and has increased their resilience.</li> <li>-Children are now aware of online activities that are available to them (lockdown) such as Dance, PE with Jo etc.</li> </ul>	<ul style="list-style-type: none"> <li>-More outdoor equipment to be ordered.</li> <li>-Begin early morning sports club for less active (when covid safe)</li> <li>-Continue after school clubs throughout school including dance when covid safe.</li> <li>-Use sports crew to promote leadership when covid safe</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
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>-All students more eager to participate in the Golden Mile</p> <p>-To share &amp; celebrate sports achievements and leadership across the school to inspire others to achieve</p> <p>-Introduce lunchtime activities to encourage less active children to take part (using Sports Crew).</p> <p>-Half termly intra school competitions (eg. hockey, cross country, pentathlon, football, golf, netball, sports day, golden mile)</p>	<p>-Termly Sports award to celebrate all sporting achievements including the Golden Mile. Work with the Sports Crew to deliver the results from the Golden Mile.</p> <p>-Sports Crew/leaders notice board</p> <p>-Sports News celebrated in newsletter, blog and School Games website. Fixtures, results or individual achievements outside school to be shared via the blog and in assembly.</p> <p>-Sports Crew to devise suitable lunchtime activities that have a whole school competitive element. Results and outcomes shared in the PE assembly.</p> <p>-Teachers and TA's to run intra school events.</p> <p>-Arrange visits from athletes to inspire the children. (Covid)</p>	<p>PE Subject Leaders £2000</p>	<p>-Pupils know that their participation in sport contributes to their house team.</p> <p>-Children learn about different sports via intra-school sports (cross country, pentathlon, football, hockey, sports day) and have a go.</p> <p>-Children and parents can read about sport that is taking place throughout the school in the newsletter, on our website and our school facebook page.</p>	<p>-Invite athletes in to share experiences with children when covid safe</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2%
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"> <li>- All children develop in confidence, knowledge and skills during taught sessions.</li> <li>- Children to receive high quality coaching from specialist teachers to build their PE knowledge and skills</li> <li>-Continue to promote hockey and netball through PE lessons as well as intra school events to engage a greater number of children in sport</li> <li>-PE Conference - to examine new inspiring ideas/strategies to build pupils knowledge, skills and enthusiasm in PE. (covid dependant)</li> <li>-For sports to be inclusive of all children in every lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Up-skill staff: training and development: provide opportunities for all staff to participate in sports training in various sports.</li> <li>Invite specialist teachers/coaches to provide opportunities for teachers to gain CPD.</li> <li>-Identify areas of strength so we can ask members of staff to support less confident members of staff in particular areas of PE. It will also allow us to identify whole school areas of training.</li> </ul>	<ul style="list-style-type: none"> <li>Training (staff cover) £500</li> </ul>	<ul style="list-style-type: none"> <li>-4 teachers attended the REAL PE online training and their feedback has been that it is such a useful tool for PE teaching.</li> <li>-PE Coordinator has rolled out PE planning that has a clear progression of skills and covers all areas of learning.</li> <li>-Teachers have gained knowledge of teaching dance from Keri Hill (Dance teacher) and Tennis from Luke Andrews (LTA Coach)</li> </ul>	<ul style="list-style-type: none"> <li>-Pursue implementation of REAL PE as a platform for teaching PE skills</li> <li>-Attend PE conference when covid safe to continue networking with PE colleagues and find new avenues of PE</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
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"> <li>-Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</li> <li>-Increase the number of extra-curricular clubs offered to widen the appeal for all children (covid)</li> <li>- Engage children (particularly inactive pupils) in a sport that will capture their imagination and enthusiasm.</li> <li>-Provide opportunities for impaired children to participate in all sports including Boccia events.</li> <li>-Introduce new sports such as cyclo-cross (SASP), volleyball, lacrosse, yoga, kayaking, cheerleading and archery to ensure we provide sports that appeal to everyone.</li> <li>-Attend the Country Dancing festival in Wells. (Covid)</li> <li>-Attend local cross country events (covid)</li> <li>-Invite a specialist sports coach to offer an after school club -Martial Arts</li> <li>-Sports Coaches to deliver various sports to KS2.</li> <li>- Offer Bike-ability to Year 5.</li> <li>- Attend Cyclo-cross events</li> </ul>	<ul style="list-style-type: none"> <li>-Arrange a pupil audit by sports crew to ascertain what pupils would like to try out.</li> <li>-Involve external coaches to work with staff in clubs.</li> <li>-Purchase new equipment.</li> <li>-Engage inactive pupils.</li> <li>-Set up girls' football club</li> <li>-Invite Year 2 to participate in cross country as well as KS2</li> </ul>	<ul style="list-style-type: none"> <li>Equipment £1608.37</li> <li>Dance teacher £600</li> <li>Swimming £455</li> </ul>	<ul style="list-style-type: none"> <li>-Children have gained knowledge and experience of dance from a qualified dance teacher and Tennis from a LTA qualified coach</li> <li>-Children have learned how to ride a bike safely on the roads</li> <li>-New equipment has allowed children to be actively engaged in physical activity during playtimes</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to promote participation in after school activities when covid safe</li> <li>-Set up after school sports clubs when covid safe</li> <li>-Set up girls' football club when covid safe</li> <li>-Set up early morning sports club for least active when covid safe</li> </ul>



<ul style="list-style-type: none"><li>- Introduce Motiv8 (early morning club)</li><li>-Invite Year 6 pupils to participate in Kayaking.</li><li>-Horse riding experience for children in the Autism base</li></ul>				
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Key indicator 5: Increased participation in competitive sport				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:
<ul style="list-style-type: none"> <li>- Engage less active pupils in inter/intra school teams.</li> <li>- Intra school competitions each half term.</li> <li>- Through the Yeovil School Sports Federation regularly attend competitions and festivals in a variety of sports.</li> <li>-To continue participating in a variety of sports suitable for all.</li> <li>- Sports Day across the whole school. (covid)</li> </ul>	<ul style="list-style-type: none"> <li>-Enter Boccia and 'can do' festivals through SASP. (Covid)</li> <li>-Arrange friendly competition - inter/intra school.</li> <li>-Use PE Curriculum map for intra school plan.</li> <li>-Attend the YSGA meetings and attend competitions.</li> <li>-Attend as many local sports events as possible.</li> </ul>	<ul style="list-style-type: none"> <li>£0 for federation subscription (no charge due to covid)</li> </ul>	<ul style="list-style-type: none"> <li>-All children have a go at different sports during intra school competitions, giving them an opportunity to practise new skills and enjoy sport.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to engage children in local sporting events when covid safe</li> <li>-Celebrate children who are part of a sports team and encourage others to do the same</li> </ul>

Signed off by	
Head Teacher:	Miss Karen Parr
Date:	
Subject Leader:	Mrs Melanie Bredow
Date:	
Governor:	
Date:	