

# 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](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 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:
Children used a variety of tools in order to increase healthy active lifestyles. Through lessons within class, eat fresh initiative and HHA from Inspire+ children have begun to gain an awareness of healthy foods and being responsible for their active lives.	Continue with bespoke Inspire+ membership, tailored to our children needs. Access further the HHA initiative, through use of the new online platform, which will allow for a more school wide approach. Teachers will have access to the platform for their children, set challenges and targets that can be completed within classroom time and within the home.
Playground leaders were increased, to include KS2 children with training provided. Equipment purchased and this resulted in a large amount becoming more active during lunchtimes.	Maintain Playground leaders, train and support new Year 6 children.
A variety of new clubs were on offer, this included a gymnastics for Year 2 and Badminton, which was aimed at less active children in KS2. Gymnastics equipment was purchased to widen the offer of activities.	Maintain current club offers when able to under Covid 19 restrictions. Increase KS1 offer through extra staff, to include multi skills group.
Healthy Schools Policy was created, focusing on curriculum content, rewards for healthy foods. Tuck shop was adapted, with selection modified. This now sells fresh fruit, cereal bars and raisins.	Share healthy schools policy as a priority across school. Dinner ladies to have training on positive re-enforcement of healthy nutritious lunches. Apply for Healthy Schools Award.
Breakfast club menu has also been modified. A range of healthy options have been sourced and foods on offer are now nutritious and healthy. These include eggs, fresh fruit and yoghurts. Through both these changes, children are now more aware of healthy foods, they are beginning to make the correct food choices and understand what nutrition means.	Maintain current tuck shop and breakfast club menu offer when able to under Covid19 restrictions.

<p>Children have accessed assemblies and have shown a better awareness of active lifestyles. The assemblies also discussed mental health, discussing subjects surrounding perseverance, determination and trying your best. This has been evident within PE lessons, with many sharing their thoughts and feelings when trying a new skill or sport.</p>	<p>Continue with bespoke membership from Inspire+. Look at initiatives for mental health through the charity.</p>
<p>Children have been awarded a variety of medals, trophies and badges during the academic year. The opportunity to acquire a sports badge runs throughout school, with children extremely keen to receive one. They enjoy the prospect of collecting the badges, to see who can collect the most on their school jumpers.</p>	<p>Certificates, medals and trophies to continue. These provide children with a sense of achievement.</p>
<p>Equipment has been sourced to improve the quality of lessons and activities the children can access. The purchase of gymnastic equipment has resulted in consistent and high quality gymnastic lessons, improved the children knowledge of the sport and resulted in extra clubs being run.</p>	<p>Source new equipment as required. Update old stock as needed – eg tennis rackets, marker spots, footballs and netballs. Increase equipment to allow for each bubble to have own set to stop cross contamination across bubbles.</p>
<p>Children within the targeted group gained valuable confidence in their own abilities, not just within PE lessons, but within the classroom. They were always excited for when Sophie came to visit and through the reports generated, they all improved on the 4 components of fitness.</p>	<p>Continue with mentoring initiative through Inspire+. Identify key children for the programme following discussions with class teachers.</p>
<p>Through CPD staff have been able to increase their knowledge of sports. Dance was identified as an element that could be improved and so through purchasing a 6 week block of coaching, staff were able to team teach. This resulted in a boost in knowledge, with children now having access to a scheme that provides high quality dance lessons for all year groups.</p>	<p>Create questionnaire to identify areas for development. Liaise with Inspire+ to source coaches for next year. This will allow staff to spread across the bubbles, ensuring high quality PE sessions under current conditions.</p>
<p>Getset4pe has allowed a refresh of the current curriculum offer. A new curriculum map has been developed, which will provide progression of skills</p>	

<p>through the year groups. This provides children with a more targeted approach to their PE sessions. They have been able to build on skills throughout the academic year, with improvements being made across the year groups. The benefits of this scheme for the children will be evident for many years to come, allowing them a clear structure, progression and content.</p> <p>Through the SGO buy in, children from across the school have been able to access a variety of competitions and festivals. They have grown in confidence and relish the opportunity to represent the school.</p> <p>Through balance bike training and purchase we have begun a programme to allow reception children to learn how to use a balance bike. Their confidence has grown and are beginning to use them safely and at speed. This purchase will allow children new to school to access a balance bike.</p> <p>Children have had access to a Tennis coach during lunchtime sessions. Children have ranged from year 2 up to year 6. They have benefited from tailored coaching, suitable to their level. This has seen an increase in skill development, hand eye co-ordination and confidence. Climbing sessions have taken place for all year 5 and 6 pupils. Through this programme the children have learned to take risks, communicate with others and work as a team.</p> <p>Dance was identified as an element that could be improved and so through purchasing a 6 week block of coaching, staff were able to team teach. This resulted in a boost in knowledge, with children now having access to a scheme that provides high quality dance lessons for all year groups.</p> <p>This year children took part in Rugby World Cup house games. They worked together to create teams, officiated during these games learning the rules and tactics of the game. Intra house games also took place for Swimming, Netball and Football. Plans were in place for Tennis, Rounders and Cricket.</p>	<p>Monitor use of scheme. Create feedback forms from children and staff to monitor progress. Share any updates/ scheme training across school for CPD.</p> <p>Continue with SGO buy in. Access any new initiatives provided by the programme.</p> <p>Roll out balance bike training from January 2021 for reception. Train new staff to ensure they are familiar with the programme to allow them to support the lead trainer.</p> <p>Continue relationship with tennis and climbing coaches when allowed under covid 19 restrictions. Monitor for effectiveness ensuring value for money.</p> <p>Research other areas for coaching through Inspire+/ other external providers to cover different sports – Athletics/disability sports.</p> <p>Continue with house games, but need to be maintained under covid restrictions. Bubbles will compete and earn points for their house totals. Introduce new sports – Boccia/Kurling</p>
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<p>School was awarded The Commitment and Achievement Award 2019/2020 through the School Games Programme. This replaced the usual School Games Award and recognised the schools commitment to competition and festivals during the Autumn and Spring Terms pre Covid19.</p>	<p>Continue to provide children with competitions through SGO – this may be virtual competitions that allow the children to practise and improve on their performance, or compete with other schools by entering events that can be completed within school.</p>
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

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: £6,800</b>	<b>Date Updated:</b>	
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b> £6,800
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p><b>Indicator 1:</b> To become more physically active during playtimes and lunchtimes.</p> <p><b>Indicator 2:</b> Ensure children have access to equipment to allow them maintain high quality PE lessons</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Playground leaders will operate in Year 5 and 6 bubbles. Encourage active play, arrange games and activities for their classes. Look to extend this across school when covid restrictions have eased.</p> <p>Purchase extra equipment to make sure each bubble has enough to maintain high quality PE lessons. This will help to stop the spread/ cross contamination. This will allow all children to be able to use/access equipment.</p>	<p>Carry over funding allocated:</p> <p>£500 equipment/ Badges</p> <p>£3000</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>

<p>Indicator 3/4</p> <p>Access high quality coaches to broaden the offer for pupils. This will also provide CPD for staff to enable safe practise during covid19.</p>	<p>Liaise with Inspire+ to access coaches in dance, rugby and fundamentals.</p>	<p>£500</p>		
<p>Indicator 4:</p> <p>Allow after school clubs to resume by Oct half term. Provide children with extra opportunities to maintain healthy active lifestyles. Promotes active 30:30.</p>	<p>Create timetable with staff to ensure each bubble has access to an after school club.</p>	<p>£2000</p>		
<p>Provide children with access to external clubs through Grantham Tennis Club</p>	<p>Liaise with Tennis Club to create a timetable suitable for school</p>	<p>£800</p>		



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.	
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.	68%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	30%
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?	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: £19,600		Date Updated: October 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:	
						25%	
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 healthy active lifestyles amongst all children		Continue with bespoke membership through inspire+. Ensure it is suited to our individual needs as a school and community.  Promote healthy, happy, active challenge accessed through membership		£5000			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement						Percentage of total allocation:	
						37%	
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:

Children to show an awareness of healthy foods and nutrition. What they need to consume in order to keep a healthy body.	Book Roots to Food workshop for both children.	£500		
Whole school approach to healthy lifestyles through diet and nutrition. Look to have healthy food days, competitions within classes to create healthy meals.	Source certificates and stickers. Positive re-enforcement of a healthy lunchbox/ snack. Engage with Healthy Schools Award. Complete evidence to achieve a mark. Time for PE lead to work on award.	£2000		
Inspire+ Ambassador assemblies to promote healthy active lifestyles. Sam Ruddock. These are good role models for the children – linked to low self-esteem and less active pupils. Develop opportunities for pupil engagement with PE and sport throughout the school.		Inc in membership		
Weekly/ Monthly opportunities in assemblies for award giving linked to PE and physical activity achievements in school.	Create certificates and order badges for competition. Order trophies for end of year awards for Year 6	£2000		
Equipment for delivery of whole school PE		£2600		
Mentoring programme to support targeted group	Provided by Sophie Allen Inspire+ ambassador. Liaise with Sophie with regard to offer and children. Monitor with reports provided and work submitted by children. 6 ½	Inc in membership		

	hour session			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
<p>To give children a broader curriculum by accessing CPD for various disciplines. This will increase staff confidence and knowledge and in turn will provide the children with high quality PE lessons.</p> <p>Access CPD through Inspire+ membership. This will increase confidence in staff members and thus impacting directly on the quality of provision for each pupil. Team teach with dance/ fundamentals/ rugby coach from Inspire+</p>	<p>CPD planner to be circulated to all staff.</p> <p>Cover where needed for staff to attend courses.</p>	<p>£1000 for cover</p> <p>Some included in Inspire+ membership</p>		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:

Additional achievements:  Children will have a broader experience, they will try new sports coached by professionals within that specific sport. This will increase their knowledge of a variety of sports				
Liaise with Inspire+ to access dance coach/ ks1 fundamentals and year 5 rugby	Discuss year group/ availability of coaches with Inspire+	Already costed above		
Tennis Coach (Grantham Tennis Club) to resume 1 session for an hour a week.	Liaise with Tennis club to secure session and availability	£1000		
Learning through OAA – PGI ½ day access for Year 5 children through Inspire+	Arrange dates and activities available	Inc in Membership		
Increase after school offer with support from sports staff (needs to be kept as bubbles	Liaise with sports staff and SMT to create a timetable to support extra curricular activities.	£3000		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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>Boost level of skills for children, focus on skill application and confidence. This will also in turn create well rounded sportsman, allowing them to use and apply skills they have learned during lesson time. They will understand how to use tactics effectively and how to lead by example.</p> <p>Enter Virtual events as per SGO buy in.</p> <p>Promotion of house games through rewards</p>	<p>Arrange suitable time for children to participate in events.</p> <p>Create awards/ certificates for the virtual events to encourage participation</p> <p>Order medals/ trophies for different house games on offer this year</p>	<p>£1000</p> <p>£500</p> <p>£1000</p>		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	