

# 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:
<p>Through the continued development of staff CPD</p> <ul style="list-style-type: none"> <li>· High quality curriculum delivery</li> <li>· A wide range of virtual extra curricular activities</li> <li>· A workable system where play time is more structured with a variety of children accessing provision.</li> <li>· Enthusiasm and a love of sport across the school</li> <li>· An increase in competition attendance</li> </ul> <p>Even though this year we are still without a sports coach PE lead is now teaching PE to the majority of the school . staff have up skilled themselves and are developing effective, high quality, lessons.</p> <p>This year we introduced new tracking system called fitness4 fun that promotes exercise both in school and out of school.</p>	<p>This year more focus to be put on to curriculum PE which will still include staff CPD but with more emphasis regarding the assessment of core tasks and the delivery of the PE curriculum.</p> <p>Over vision this year is to keep participation at a high standard within virtual intra school competitions, in school and in lockdown.</p> <p>Our sports premium allocation for PE hours delivery will be done only out of school hours not effecting our PE curriculum which focuses more on transferrable skills rather than a particular sport.</p> <p>Additional opportunities like martial arts and Fencing will also be used to enhance this.</p>

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

YES/

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: £5290</b>	<b>Date Updated: 20.11.20</b>	
What Key indicator(s) are you going to focus on? KPI- 1,2 and 4				<b>Total Carry Over Funding: £5290</b>
<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>KPI 1- To achieve a higher percentage of children accessing the intra school competitions both virtually and physically for organised active games and sports than last year which reached 26% for whole school participation during playtimes and dinner time.</p> <p>KPI 2- To use both curriculum PE and all school sports as an opportunity to teach character and values impacting behaviour and adding to the whole school ethos.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>To make 'Healthy Hapton Class' a priority over individual healthy hapton using the bubble playtimes as an opportunity to offer structured games at dinner and afternoon break. Explore on line options. Offer better prizes for incentives, ice cream van and activity day?</p> <p>To replenish the PE equipment ensuring the children have the correct equipment to participate successfully in a progressive curriculum.</p>	<p>Carry over funding allocated:</p> <p>5 day pay extra JR – for fitness4fun days £270 x5= 1350</p> <p>Fitness4fun programme £200</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>KPI 4- Enrich the curriculum with a wider choice of sports that are not generally offered at school.</p>	<p>To offer during the day alternatives so that children can experience other activities even during lockdown. Adventurous day for class3 and 4</p>	<p>£1521 –spent  £1600 whitehough £550 coach Staff expenditure £700</p>		
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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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: £		Date Updated:	
<p><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</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?:	Sustainability and suggested next steps:
<p>Prioritise EYFS to build confident physical foundations that will stay with them throughout their school career.</p> <p>To achieve a higher percentage of children accessing the intra school competitions both virtually and physically for organised active games and sports than last year which reached 26% for whole school participation during playtimes and dinner time.</p>	<p>To replace the EYFS bikes that are heavy and unusable so that the children gain confidence daily and bikes and scooters developing gross motor skills, confidence and spatial awareness.</p> <p>HT-TA to be paid extra time after school to plan some intra comps for teachers and TA's to run at various points throughout the year making sure the activities appeal to a wide range of children.</p> <p>To make 'Healthy Hapton Class' a priority over individual healthy hapton using the bubble playtimes as an opportunity to offer structured games at dinner and afternoon break. Fitness4fun</p>		<p>£ 416</p> <p>5 day pay extra JR £1350</p> <p>Resources £500</p>		

	<p>To give each class a bag of equipment with video instructions (made by play leaders to demonstrate how to play the games) to use in a structured way at play times.</p> <p>To introduce the Lancashire mile resources each class to have a mile ambassador to update their progress.</p>			
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<b>Key indicator 2:</b> 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?:
To use both curriculum PE and all school sports as an opportunity to teach character and values impacting behaviour and adding to the whole school ethos.	Teachers to assess these values as part of the PE curriculum, share the PE value with parents via clasdojo, praising the children who show these by sending home a virtual certificate. Buy certificate maker for ipad.		Sustainability and suggested next steps:



	<p>PE co-ordinator to teach PE to 3 out of 4 classes ensuring high quality PE lessons, using core tasks to assess and progress children's learning.</p> <p>Reflector for hall /JR/ LS computer.</p> <p>Meetings with Chris to upskill coordinator in terms of curriculum</p> <p>To replenish the PE equipment ensuring the children have the correct equipment to participate successfully in a progressive curriculum.</p> <p>PE characteristic displayed in on the sports board and shared with parents via Class Dojo</p> <p>Curriculum timetable to be seriously looked at in order to increase PE time in KS2. (Helen teach PE all day 1 day?)</p> <p>SWIMMING -4/5 WHEN RETURN-extra swim for yr 6</p> <p>HT/JR and the sport ambassadors to oversee the sports board to include the results of the intra, personal best and inter competitions.</p>	<p>Partial wage £5000</p> <p>£45</p> <p>£3000 Gym mats and resources</p> <p>Wage implications 2 hr per week for Helen from Summer term £272</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	
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 embed the new progressive curriculum that teaching staff feel confident to deliver. Refresh PE skills/knowledge of teachers in relation to covid procedures and normal good practise.	Liz on refresher passport course PE passport  Acrodance to facilitate and help with high quality dance and gymnastic teaching both in school and virtually.  Webinars for JR	Lancashire PE Membership £450  Included in BSSP payment		
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 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>Additional achievements:</p> <p>Enrich the curriculum with a wider choice of sports that are not generally offered at school.</p>	<p>To buy in the equipment and training to offer skateboarding skills to small groups of children.</p> <p>To use the primary dance uk resource to enrich PE, school sports and virtual competitions.</p> <p>As local restrictions and school risk assessments are in place regarding sports coaches and afterschool clubs to offer the children other alternatives during school time in addition to their PE lessons.</p> <p>Children to be involved in an outdoor education day at white Hough or somewhere similar.</p> <p>To hopefully buy in coaches in Spring /summer terms to enrich the school sports curriculum with martial arts, tennis, dance etc...</p>	<p>£1680</p> <p>£850</p> <p>Jujitsu</p>		
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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:
Continue to provide a wide range of competitive opportunities for our children at a range of levels. Embed Intra school competitions within the school week including in the curriculum and at break times.  Buy into local SSP to ensure continuity and growth of local infrastructure. Universal offer for pupils and coordinated support package. Establish links with other local providers.	Virtual time table to be established in school.HT/JR  To join as many level 2 virtual competitions as possible utilising the Burnley schools partnership.	£1650 – 3 installments with the possibility of pre paying for next year due to covid.		

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