

# 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.



Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:  SPORT ENGLAND  Active Partnerships  
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Please visit [gov.uk](https://www.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](#).

 association for Physical Education  YOUTH SPORT TRUST

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>Year 6 swimming catch-up for children who missed sessions during school closure</p> <p>Sports clubs back and up and running 4x PMs per week</p> <p>Balance bikes introduced into curriculum</p> <p>Investment in new sports equipment to widen reach of clubs (archery)</p> <p>New tennis equipment and nets acquired</p> <p>PE teaching</p> <p>Sports cluster support used to support teaching on dance in KS2</p> <p>Sports cluster support used to support training for new 'Well-being leader' role across the school</p>	<p>Children's activity time and activity levels- Re-introduce activity register</p> <p>Attendance at festivals- Begin to re-attend</p> <p>Inter school based competitive sports have not run-Prepare for next academic year</p> <p>Re-evaluate swimming offer based on gaps- Assess all pupils competence through analysing previous access to school based and external provision</p> <p>Enhance outdoor playtimes to include more structured physical activity-Review timetables</p>

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

Delete as applicable

<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>	49%
<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.</p>	88%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	49%
<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>	Yes

## 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: £19580		Date Updated:21.06.21	
<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:
					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?:
<b>Continue to participate in Paignton Schools partnership</b>  <b>Increase the opportunities for pupils to participate in competitive activities.</b>  <b>Staff to work alongside secondary PE teachers for pedagogical development</b>		Participation in Paignton School Sports Partnership -Play leader and Sport Leader Training -School Sports Days for all Phases across the school. -Ensure that transport is available for pupils to participate in sports competitions and festivals.		£3916-Sports partnership	PSCA staff have worked alongside KS2 colleagues to support a term of dance teaching.  PCSA staff have worked alongside PE team and KS2 colleagues to support introducing leadership roles (Well-being leaders)  Virtual festivals attended and carried out by PE staff
<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:
					5%
Intent		Implementation		Impact	

<p>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: Create a love of physical activity through maintaining the high profile of PE and sport throughout the school.</p> <p>Children understand the benefits of a balanced diet and how sport can be</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Re-engage pupils to physical activity through a whole school drive- Walk to school week</p> <p>Whole school engaged with Health and Wellbeing Big Idea in Autumn 1</p>	<p>Funding allocated: £160- Walk to school week resources</p> <p>Additional staff CPD- Health and Safety course £25</p> <p>Forest School training-£125</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Universal engagement of walk to school week- Pupil activity levels increased</p> <p>PE staff supporting the learning of healthy lifestyles through familiarisation with RSHE Health and Wellbeing strand objectives and re-enforcing key messages through PE lessons – Children more confident with factors contributing to healthy lifestyles</p>	<p>Sustainability and suggested next steps:</p> <p>Embed walk to school week annually</p> <p>Use PE staff to upskill teachers across the school</p> <p>PE staff to attend Health and Wellbeing strands of RSHE curriculum training</p> <p>Re-engage with Torbay Half marathon schools event</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>0% (Included in staff costs and sports partnership)</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Sports cluster support to upskill and support teaching of dance, orienteering</p>	<p>Funding allocated: (Included in staff costs and sports partnership)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to utilise sports partnership support to upskill staff</p>



what they need to learn and to consolidate through practice:			changed?:  Teachers more confident to teach dance.  Sports coaches more confident with introducing a wider range of activity- orienteering.	
Staff more confident to teach a wider range of sports safely and with maximum impact				Sports assistant to attend level 5 PE specialism course next year  Sports coaches to work alongside teaching staff to support upskilling next year.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				15%
<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:

<p>Additional achievements:</p> <p>A wider range of sports of sports offered to all pupils to promote increased participation.</p>	<p>Order equipment and training to make additional sports and activities more accessible.</p> <p>Provide transport to extra-curricular opportunities off site</p>	<p>£2200- general equipment, table tennis starter packs, archery starter packs, balance bikes</p> <p>£800-Transport</p>	<p>A wider range of extra-curricular and curriculum taught sports and activities on offer to all year groups- More participation from all groups. Younger children having more targeted activity to build gross motor function</p> <p>Year 6 children offered additional extra-curricular opportunities off-site (Go-ape, Haldon forest)</p>	<p>Continue to review and wider curriculum offer</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				60%
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:
More pupils to be engaged in competitive sport and extra-curricular activities	Sports coaches to offer a range of after school clubs and activities	£11566- Sports coaches after school and lunchtime salary allocation	Sports coaches have offered after school clubs and activities within COVID guidelines- Children's activity levels increased post lockdown	<p>Offer full range of after school clubs and competitive sports post-pandemic restrictions</p> <p>Continue audit of following key groups of pupils' participation in after school clubs. (SEN, disadvantaged, boys/girls) to ensure participation in these groups remains high.</p> <p>Ensure all groups have opportunities to participate and achieve in sports.</p>

Signed off by	
Head Teacher:	<i>W Carter</i>
Date:	11.07.21
Subject Leader:	Rob Fitzsimmons
Date:	21/6/21
Governor:	Deborah Hands

Date:	9/7/21
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