

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by



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

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:
<ul style="list-style-type: none"><li>• There has been a real improvement to provision offered in our outdoor areas during lesson time and lunch/play times (EYFS outdoor area, playground) due to the resources purchased.</li><li>• playleader training.</li><li>• Positive response to pupil voice.</li></ul>	<ul style="list-style-type: none"><li>• To improve coaching provision since the return to school because the coaches had to cancel their sessions due to COVID 19 (no coaching sessions went ahead). This will help to improve the children's physical activity and their health and wellbeing.</li><li>• To rearrange the BSP coaches to come in during the summer 2021 term.</li><li>• Upskill the teachers on how to teach PE as they are now having to lead their class PE lessons due to the class bubbles.</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: £1,062.30</b>	<b>Date Updated: April 2021</b>	
What Key indicator(s) are you going to focus on? <b>Key indicators- 1 and 4.</b>				Total Carry Over Funding: £1050
<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?:
<p>To ensure all of the children have the opportunity to engage in increased physical activity and to promote an active lifestyle again after months in lockdown.</p> <p>To help to develop the children's ability to work as a team through team building games.</p> <p>To offer a broad range of physical activities to all of the children to redevelop the love for sports and being active/healthy.</p>	<p>PE coach employed to provide timetabled active lunch time provision for all.</p> <p>PE coach to upskill playleaders and lunch time staff.</p> <p>PE coach to run afterschool clubs for all of the children to take part in (1 class per day) for free to encourage the children to engage in physical activities with their friends.</p>	<b>£1050</b>	<p>Positive feedback from the children, playleaders and the parents regarding the provision.</p> <p>Big uptake to the after school clubs.</p> <p>Less accidents during lunch times and more children engaged.</p> <p>Playleaders/lunchtime staff feel happier about how to engage all of the children and are able continue this provision.</p>	To continue with the lunchtime provision and after school clubs in 2021 summer term.

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.	N/A
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 2021.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A



## 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: £17,210	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:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£13,097.18 76.1%
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:
Ensure that all pupils receive good quality first teaching of a range of PE activities and have the opportunity to learn a range of skills.	<p>PE teacher employed to run PE interventions for specific children and teach Year 2 PE.</p> <p>PE coordinator/SLT to monitor the planning and PE coordinator to work alongside the PE teacher to ensure a range of sports are being provided both during lesson time and during outdoor provision/extra-curricular.</p>	£3,013	<p>PE teacher has filled in the gaps in the Year 2s PE knowledge and skills (following on from last years lockdown).</p> <p>Positive feedback from PE lessons in pupil voice.</p> <p>PE teacher has done gross motor/yoga interventions for the Year 2 children.</p> <p>PE Coordinator has monitored PE throughout the year to check tat each teacher is following the new curriculum.</p> <p>PE coordinator has discussed the assessments with the class teachers.</p>	PE Coordinator to conduct more lesson observations now that COVID restrictions are lifting to monitor the quality of PE teaching and to support teachers.

<p>To ensure that pupils have good quality PE lessons that foster their progression and provide them with a range of sport activities</p>	<p>To subscribe to Get Set 4 PE resources and scheme online and combine these lesson objectives with those set by the Cambridgeshire PE scheme to provide a well enriched curriculum.</p>	<p>£280</p>	<p>The new curriculum has a wider range of sports for each key stage and the lessons have received great feedback from the staff and the children.</p> <p>GetSet4PE has supported the EAL children through the use of diagrams.</p> <p>Curriculum shows clear progression and provides teachers with clear differentiation strategies and 'I can' statements to support assessment.</p> <p>The new curriculum means that all teachers are assessing the same.</p> <p>GetSet4PE provided us with a range of resources to support parents during lockdown.</p>	<p>To continue to use the GetSet4PE curriculum.</p> <p>To work with all class teachers to ensure that all of the children's gaps are addressed next year.</p>
<p>Ensure that all pupils have access to physical equipment, a range of resources and activities that are available to them every day in PE lessons and at playtimes and lunchtimes.</p> <p>All pupils to be physically active throughout playtimes and lunchtimes.</p>	<p>Play leader employed to coordinate lunchtime activities for the children and continue to timetable to zoned areas in response to the COVID 19 class bubble guidance. Play leader to coordinate lunchtime staff, outdoor play provision and the resources.</p> <p>PE teacher to run daily activities at playtimes and lunchtimes such as the Daily Mile.</p> <p>PE Coach to run a multi skills sports club during lunchtime for all of the children to access at least once a week within their</p>	<p>£3732.48</p> <p>£2,250 (- £1062.30 as this was carried over from the</p>	<p>Pupil voice responses showed that more children have enjoyed their lunchtimes this year compared to last year.</p> <p>The children have all been kept active during their lunchtimes and are all engaged in a range of activities.</p> <p>Accidents recorded at lunch times are still low.</p> <p>The playground zones have continued throughout the school year and each class gets to use</p>	<p>To update their playground boxes according to the most recent pupil voice.</p> <p>To continue to provide a lunchtime multisport club. PE coordinator to meet with PE coach to discuss pupil voice feedback and the different activities that the children would like to have a go at.</p> <p>To continue to upskill the lunch time assistants so that they are able to play with the children and run new sports activities.</p>

	<p>class bubbles. PE Coach to upskill the lunch time assistants.</p> <p>To replace/renew and add to our PE and playground resources to ensure that all of the children have access and have a wide range of activities within their playground boxes.</p> <p>SLT to monitor the playground rota and the accident book.</p>	<p>previous year = £1187.70)</p> <p>£2479</p>	<p>each of the zones at least once a week, meaning that they have access to a range of activities and therefore they have the opportunity to continue to build upon their different skills.</p> <p>Each class as their own playground box which has been maintained and tailored to their interests throughout the year. Resources have been bought to suit individual needs of SEN children so that they are able to enjoy their lunch times too.</p>	
<p>To ensure that the physical equipment is accessible every day and that it is well organised so that pupils have maximum access to a wide range of resources.</p>	<p>Renew the adventure playground and make this accessible to the children in all weathers. (this plan was delayed due to COVID 19 hence it happened this current year rather than in 2019-2020).</p> <p>Resources to encourage more physical development within the EYFS outdoor area To continue to improve the EYFS physical area:</p> <ul style="list-style-type: none"> <li>To install a new bike space/rack. (To be completed in August)</li> </ul> <p>SLT to monitor the playground rota and the accident book.</p>	<p>£875</p> <p>£1530</p>	<p>Adventure playground has been resurfaced and is now safe for the children to use throughout the year in all weathers. Broken parts have been replaced.</p> <p>PE coordinator has worked with the EYFS team to ensure that there is a range of activities on offer in the physical area in the EYFS garden. More children are now accessing the area and there is more of a challenge to support all children's needs.</p>	<p>Adventure playground to be maintained.</p> <p>EYFS physical area to be monitored and the planning to be timetabled between EYFS staff.</p> <p>To introduce wheely Wednesday in EYFS to ensure that the physical needs are met.</p> <p>Adventure playground and the daily mile to be timetabled again next year to ensure that each class has an arranged time.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>%</p>



Intent	Implementation		Impact	£440 2.6%
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 ensure pupils in all year groups have access to high quality sports teaching through additional specialist coaching.	<p>To book the coaches via BSP to provide a range of sports.</p> <p>PE coordinator to take part in BSP webinars throughout the year to keep up to date with guidance and sporting opportunities.</p>	£440	<p>BSP coaches unable to come in due to COVID. When they were allowed in Summer term there was a backlog- BSP contacted on many occasions.</p> <p>BSP have provided webinars throughout lockdown which the PE coordinator attended to ensure that she was kept up with the COVID PE guidance and the opportunities on offer to the children. There was a big focus on whole school assessments. Staff have been told about the changes.</p>	<p>To speak to BSP about making up for coaches that we were due.</p> <p>To continue to access BSP webinars.</p> <p>To continue to look into having more sports coaches from September.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£521.82 3%
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 ensure that the PE subject leader has allocated time to monitor and track the opportunities available for pupils as outlined in this action plan and ensure that the profile of PE and sport is being raised across the school.	<p>PE coordinator to have half a day per half term to monitor PE across the school and to review the teaching.</p> <p>PE Coordinator to use this time to work with the PE coach and to meet with the children to discuss future plans.</p> <p>To create a portfolio of the PE teaching and opportunities across the school.</p>	£521.82	<p>PE coordinator has met with the school HIP to discuss the subject in detail and the future plans.</p> <p>Pe coordinator has met with the governor to discuss PE during lockdown and how we as a school are supporting the children's physical and emotional wellbeing by closing the gaps.</p> <p>PE coordinator has met with the children every term (in school) to discuss their opinions and views. This has been very helpful in providing an engaging and challenging curriculum/provision</p> <p>PE portfolio is up to date.</p> <p>PE coordinator has conducted a staff survey so that she can provide support to all members of staff where necessary.</p>	<p>PE coordinator to continue to map progression.</p> <p>PE coordinator to continue to conduct pupil voice next year but also meet with children throughout the year to discuss their learning so far and to check their understanding of skills, PE vocabulary and balances/positions.</p> <p>PE coordinator to work alongside teachers with the sports coach to provide team teaching opportunities and opportunities for teachers to be upskilled.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	£2968 17.2%

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>To offer a wider range of activities both within and outside the curriculum in order to get more pupils involved -focus particularly on those pupils who do not take up additional PE and sports opportunities</p> <p>To provide an afterschool sports club to all of the children post lockdown to encourage them to be active and to help them to develop/improve their gross motor skills (an area which we highlighted as a focus through our post COVID assessment).</p>	<p>To provide a gardening club for all children across the school. To buy new resources so that we have enough for each class/group.</p> <p>To set aside time for each class to use the gardening planters.</p> <p>PE coach to run a multi skills sports club after school every evening (1 evening per class).</p>	<p>£48</p> <p>£2920</p>	<p>Gardening club at lunchtimes started in the summer term. Lots of children have been interested in taking part and have really enjoyed looking after the school environment. Each class had a gardening workshop. Some children have liked it so much that they have chosen to have a go at home and have been very excited to share what they have grown.</p> <p>The afterschool multi skills club has had a great uptake with lots of the children taking part each week. The children have been able to practise the skills that they have been taught in their PE lessons but also receive more professional support with skill development. The children have had an insight to lots of different games and sports. The children have had the opportunity to learn about team work and to take part in team building activities supporting their PSED.</p>	<p>To set up an afterschool gardening club.</p> <p>To ensure that teachers help to maintain the planters by setting time aside each week for the plants to be watered and cared for.</p> <p>To continue the multi skills clubs free of charge in Autumn term?</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£183 1.1%
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 ensure all pupils will access competitive activities as part of Sports Day.	<p>To ensure Sports Day is competitive with pupils competing in houses within school.</p> <p>To coordinate Sports Day with our Junior School Reedings so that we can use their school field.</p> <p>To have our PE coach run Sports Day for the children.</p>	£183	Sports day went ahead despite COVID restrictions. We used Reedings school field. EYFS sports day was run by PE coordinator and PE coach and the KS1 sports day was run by the head teacher and the PE coach. All of the children took part and were able to compete within their house colours. The children had the opportunity to showcase their skills to the parents.	<p>To work with the PE coach to organise 2022 sports day and to employ the sports coach to run it.</p> <p>To go back to having the whole school sports day together.</p>

Signed off by	
Head Teacher:	Jo Brooker / Sue Wilcox
Date:	23.07.2021
Subject Leader:	Beckie Sculfor
Date:	July 2021
Governor:	
Date:	