

# 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](#).

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>PESSPA intent has been developed significantly with a new curriculum designed, assessment, WAT vision for PE, School Sport and Physical Activity developed. Appointment of WAT PE Specialist has supported these developments from September 2019.</p> <p>Good enrichment opportunities for pupils now in place for PESSPA in 2019/20. 20 fixtures/events attended with 67 different children representing the school in 8 different sports. 3 afterschool clubs per week with good attendances of 77 different children attending a sports club. With the Summer figures would have increased significantly.</p> <p>Children have been exposed to a greater range of physical activities and sports. This is leading to more children developing a passion for PESSPA and developing the fundamental skills they need to take part successfully in PESSPA. More work still needed to be done though.</p> <p>The profile and importance of PE, School Sport and Physical Activity of the subject in school has increased.</p> <p>Online PE videos provided by PE Specialist throughout school closure to encourage families to exercise together at home.</p>	<p>Provide a greater range of extra-curricular clubs and active lunchtimes to help ensure all pupils have a physical activity or sport that they enjoy.</p> <p>PE Specialist to work with teachers/ coaches to develop the quality of PESSPA.</p> <p>Set up of a gifted and talented PE group (WAT supported) to provide extra support and enrichment opportunities.</p> <p>Improve PE equipment and facilities to ensure all pupils have access to improve specific skills and be excited to take part in a range of sporting events.</p> <p>To increase level 1 competition opportunities (+personal challenges) for all and more opportunities for this within school day/ lunch. Formation of house teams to support.</p> <p>Ensure (where COVID restrictions allow) all year 6 pupils who cannot meet government requirements have the opportunity for booster swimming lessons.</p> <p>More opportunities for pupils to be inspired by experiencing going to spectate at live sporting events.</p> <p>Pupils are inspired to be active through providing physical activity, wellbeing and sports days.</p> <p>To develop more Leadership opportunities for pupils through play leading, sports leaders qualification and higher profile School Games Crew.</p> <p>Improve parental engagement for physical activity and sport.</p>

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

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.	To be filled in July 2021
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 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.

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £18,550	<b>Date Updated:</b> 16/11/20		
<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:
				£6900/ 37.1 %
<b>Inten t</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:
Pupils to be more active at lunchtime and enjoy taking part in purposeful play/ games.	WAT PE Specialist to lead 4 hours of training for lunchtime support. Suitable equipment purchased for use at playtime. Student play leader program to be implemented. Focus on providing separate areas on playground for different activities (covid regulations allowing)	£800		
Pupils to receive 2 hours of timetabled PE lessons in curriculum time by WAT PE Specialist, class teachers and Walsall FC community coaches.	Timetables put together to ensure a balance across the school. Student and staff voice will begin to be used in offering.	WFC costs £5100		
Pupils to be offered a range of extra-curricular clubs	Timetable of clubs put together to ensure all year groups have a club	£1,000 for 2 external		

	that they can take part in. Student voice used. External providers used. Ensure covid regulations are followed.	providers (20 weeks each)		
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				£1300 / 7.0 %
<b>Inten t</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:
Pupils to experience taking part in whole school physical activity, wellbeing and sports days. To help encourage pupils to be more active and think more positively about PESSPA.	Dates and aims of days arranged. Equipment and resources purchased as necessary. Sporting role models invited.	£300		
Pupils to be part of a school house system (based around sport) to encourage them to show ASPIRE values and sporting values.	Aims of the house system agreed. Equipment and resources purchased as necessary Student voice for set up of the house system. Organisation of house system	£300		
Pupils to experience spectating at major national/ international sporting events to be inspired to improve their own performances/ get fitter or healthier.	PE Specialist to look out for opportunities throughout the year. Covid regulations followed.	£500		

<p>Pupils become more confident and feel part of the school community by offering leadership opportunities at school through PESSPA.</p>	<p>Playleader training, Sports leaders qualification delivered by PE Specialist. Opportunities developed through the house system for roles such as house captain, event organisers etc.</p>	<p>£200 for sports leadership qualification license</p>		
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				£8,200 / 44.2%
<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:
Pupils experience more lessons which are well structured and are appropriate to their level through PE Specialist working with different class teachers throughout the academic year in teaching lessons alongside them.	Timetable formed to ensure all classes and staff benefit. Pupil and student voice used.	Part of JP Salary £7,900		
Pupils to experience higher content knowledge from staff through CPD Opportunities offered to PE Specialist and all members of staff.	PE Specialist to decide on relevant courses for staff when available to meet the needs of the school and staff.	£300		
Staff have increased confidence and feel supported in being involved in PESSPA through PE Specialist support.	PE Specialist to ensure contact is made with all staff at the start of every teaching block. Relevant PE Resources are sent to staff. Excellent Scheme of work provided to staff from Get Set 4 PE	JP Salary (above)		
PE Specialist has opportunity to work with other PE leaders to share and pick up on best practise.	Regular meetings and informal discussions/ contact had throughout the year to improve practice.	JP Salary (above)		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				£1,650 / 8.9 %
<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:
Pupils have access to the best possible sports equipment so they are able to develop their skills and experience new sports.	PE Specialist to select the equipment which is most in need looking at PESSPA that is delivered. Student and staff voice in selection.	£1,250		
School to encourage families/ parents to be more engaged in physical activity through promotion of physical ideas at home and in the community. This will mean pupils will have a more positive outlook on PESSPA and will develop their skills outside of school time.	PE Specialist to update newsletter/ parental outlooks with information about physical activity opportunities/ community sports clubs. Get Set for Tokyo Resources used. Encourage parents to attend sports events. Look into purchasing a PE at Home bag with active ideas at home (£4 per bag). Parent and Child Sessions in school with PE Specialist when Covid regulations allow. These 2 ideas could be linked.	£400		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£500 / 2.7%
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:
Pupils have the opportunity to take part in a range of different sports representing their school regardless of their ability through providing A, B, C, girls and SEND teams.	All opportunities are taken where possible for children to represent their school. Tracking of opportunities is undertaken by PE Specialist to ensure all pupils who wish to have the chance to take part in the right event for them. Virtual Competitions that are offered by SGO during Covid are supported until face to face competition begins.	JP Salary (above)		
Pupils experience competing with other children in school in a range of sports through the house system. This is through Level 1 Competition and personal challenge.	Set up house systems. Organisation of events during the school year agreed. School Games values followed.	JP Salary (above)		
Pupils who are showing excellent commitment to PESSPA and are showing promise to be a good sports performer for the school are offered further opportunities to develop their	Organisation of group by PE Specialist with support from WAT. Selection of group and timetable of activities developed.	£500		

interest and ability through set up of  
G+T Group: Y1/2, Y3/4, Y5/6