

# 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:
<ul style="list-style-type: none"> <li>• Entry into regular competitive sport- PAT Games and School Games competitions.</li> <li>• A range of after school clubs offered to children.</li> <li>• Staff PE hoody introduced.</li> <li>• Staff member attending the level 5 PE Qualification course.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure teaching of PE is of a high standard and that staff confidence is being demonstrated throughout PE lessons.</li> <li>• Increase the amount of active learning across the curriculum.</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: £572</b>	<b>Date Updated:</b>	
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b> £572
<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?:

**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.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £18,030		<b>Date Updated:</b> 12/7/2020	
<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: 6%
<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?:
Organising exciting sessions for children who are less engaged with active lifestyles by increasing purposeful, active provision during lunch time and break time periods, across all phases.		Two play workers support pupils during play at lunchtime. One for KS1 and one for KS2.		£5044	Children engaged in a range of sporting activities. Reduced incidents of poor behaviour at lunchtime  Trained staff engaging children in purposeful play activities.
Increase participation of more girls in PESSPA.		Use of 'Girls Active . Stepping up for change programme'. 5 girls will become 'GALS' (Girls active leaders) to promote and facilitate Girls being physically active in school.		£0 (part of YST membership)	More girls taking a more purposeful role in PESSPA throughout the school environment- more physically and mentally happy children.
<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: 14%
<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:
To ensure that all members of staff who are teaching PE are wearing The Rookeries PE top.	Speak to new members of staff to explain the importance of wearing the correct kit for PE lessons. Reiterate to existing staff that they are role models to students and are expected to change into kit for every PE lesson.	£701	Staff are role models to students- PE, and school sport is viewed as for everyone. By staff ensuring they are wearing PE kit, this encourages the children to ensure they are wearing their school PE kit.	Opportunity for staff to purchase their own additional extra PE kit on the website.
To ensure there is enough kit for children when participating in sport events.	Ensure children have got tops and shorts to represent their school in competitions.	£300	Students will have a sense of pride and belonging when wearing the school sports kit.	Developing an improvement in PE kit for students. This then becomes part of the uniform and raises standards in PE.
To encourage pupils to develop a love of sport and physical activity.	Ensure the school equipment is regularly reviewed updated and kept in good condition and pupils know how to use it. This can be used in lessons, play times and after school clubs.	£114.60	Some new footballs/ tennis balls and small balls to enhance PE lessons have been ordered. This should ensure that even when two classes are doing PE at the same time there is enough equipment for every child to be accessing the lesson effectively. This will engage children and keep them motivated, on task and determined to do their very best in every lesson.	Review this each term and speak to staff to see if there is any equipment that needs replacing or adding to the current store cupboard of PE equipment.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41%
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:
PAT PE, School Sport and Well Being coordinator.	Children will follow a PAT wide PE planning and cover the same sports throughout the year in line with the other schools. This will be a broad and balanced curriculum and prepare children from the competitions that are planned for the academic year. We will also have staff receiving regular CPD in teaching and learning of certain areas within PE with Kate Wood. PE lead to meet with other PAT PE leads virtually to ensure consistency and sharing of ideas throughout academic year	£7443.55	By working with Kate Wood, staff confidence will greatly improve. This will help teacher's organisational skills, confidence in ability to teach the skills and ensure the children are gaining the best possible PE curriculum.  Subject leader gaining level 5 AfPE qualification has developed knowledge and understanding of PE curriculum and teaching and learning in PE to roll out to whole school.	Kate to work with any staff who would benefit from the CPD sessions. Different sports may have different confidence levels and this is something to take into account over the year.
Use Youth Sport Trust to increase Knowledge and understanding through CPD and also be up to date of new policies, schemes etc.	Identify new activities and programmes that the YST are running and see if they would benefit our pupils.  Where possible, engage with any virtual CPD sessions that are available through the YST.	£210	Students have more opportunities to access physical activity across the school day and also a greater focus on their well being.	Pupil voice to be carried out at the end of autumn 2 to see their attitudes to PESSPA.  Attend/ have in house CPD from YST in regards to increasing PA in schools (COVID dependent)



Daily mile to become part of standard practice across school to develop the fitness and resilience of all pupils.	Timetable set up in Spring Term		All classes are participating in the daily mile, the majority of pupils have improved their times during competitions at least once in the academic year.	Increase the amount of students that can run a mile- particularly focussing on low ability students.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				0%
<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:
PE curriculum to ensure pupils are offered a rich and varied curriculum across school.	<ul style="list-style-type: none"> <li>Staff audit during autumn term to assess knowledge and skills.</li> <li>Get Set for PE to be used across all year groups.</li> </ul>	Current - £0	Get Set for PE embedded and used by all staff including HLTA. All classes using Get Set for PE assessment.	Introduction of alternative extra curricular activities that may not be covered in curriculum time. i.e. archery.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Participation in intra school events providing an opportunity for as many children as possibly to engage in competitive activities.	Ensure all pupils have opportunities to compete in inter-house events in bubbles if required.	£0	Inter school competition held for cross country where pupils competed in class bubbles- this will take place half termly. This allows students to improve their fitness, have an experience of competitive sport against other people and also improve on their own personal best.	Pupil voice to identify other sports which could be completed during current restrictions.  Conduct a school sport week for all pupils using bubbles if required.
Contribution to central fund for recruitment of PE specialist to plan / arrange competitive sporting events through the Trust.	Attend all PAT Games and School Games events. (COVID dependent)  Liaise with other PAT schools regarding additional events.	(See previous)	Students have the opportunity to compete against other schools for performance i.e. football and rugby. There are opportunities for students to take part in less competitive activities such as multi skills and also events tailored to SEND students.	Try and increase performance in the PAT events in order to qualify for more school games events.

Signed off by	
Head Teacher:	Richard Grogan
Date:	9.7.21
Subject Leader:	Chloe Moir
Date:	9.7.21
Governor:	
Date:	