Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Commissioned by the Department for Education

Created by

association for Physical Education

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

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, 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 **31st 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.

Created by: association for Physical Education YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED Active Partnerships

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:
• Staff trained in rebound and swimming • Outdoor space continued to be developed to promote physical development. • Balanceability started in the school • Emotional Regulation areas developed in the school.	• Bikeability for older students and to continue with balanceability for younger students. • Competitions - to take part in more competitions off site events again, as due to COVID this has not happened this year. • To develop swimming with new swim teachers to ensure students access this this year. • To improve the training for staff, making sure that they attend courses, this has been hard this year due to COVID.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?
YES/NO * Delete as applicable

Total amount carried forward from 2019/2020	**£10,000..**
+ Total amount for this academic year 2020/2021	**£16, 480**
= Total to be spent by 31st July 2021	**£.26, 480.....**

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 which you can transfer to the pool when school swimming restarts. **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.**	0
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? **N.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. Please see note above.	0%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** 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.

Academic Year: 2020/21	**Total fund allocated:** £16,480	**Date Updated: July 2021**	
Key indicator 1: The engagement of all 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: 28.4%

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 develop the different teaching resources available to make the lessons, suitable for all abilities. E.g. Sound and light for students with PMLD.	• To review the equipment, we currently have. • Look to see what is available, and to look at reviews. • Buy equipment and then use it in lessons.	£549.49	The equipment available for the lessons has increased and therefore, students don't have to share as much as they used to, gives them more time with the equipment in the lesson. Teacher is able to teach more diverse lesson, more suitable to the student's needs.	To store the equipment in an accessible way and to review the equipment available to pupils to ensure that all pupils are able to access an increased number of physical activity opportunities.
To improve provision in gymnastics, making sure the students can take part in lessons.	• To look at new Gym mats and to see what is available. • Order and buy mats	£529.50	Every student is now given a gym mat, and they are able to do the work on their own instead of having to share mats.	Use the gym mats in lessons, and teach students to look after the mats
To develop emotional regulation in our school, but building areas, where students are able to regulate using physical movements.	• Look at and create regulation pathways through the school where students can take part in activities. • To buy equipment to enable this to happen.	£3596.58	Many different regulation pathways available to the students to help them regulate in the way in which they need to. A variety of equipment available	To assess the regulation pathways created and see what the students use and how we can develop more ways to create better self-regulation in the school.

	• To buy bouncy mats and weighted blankets for classes to help build sensory circuits in class for students who need it.		for the students with different needs.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 32%
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:
The strength of school sport will clearly be evidence by achieving AFPE Quality mark	Register with AfPE and then sign up to get the Quality Mark Work with validator.	Membership £63 Quality Mark £275	COVID rolled over	COVID rolled over
To ensure that all the students can access the swimming lessons.	Purchase a Rosie Collar, for our PMLD students, this will support them to swim more independently and encouraging a good position in the water	£300	Increase the number of our students who can swim with more independence in the hydro pool.	Look at other swimming aids to encourage our students to swim more independently and become more confident in the water.
To give the students are area they are able to climb in, and explore different ways of moving in a safe environment.	To buy and install the split tipti in the school.	£4893	The students will have an area to climb, and explore. Giving them a new experience.	To develop more of the schools outside areas, giving the students places to climb and balance.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 4%
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 ensure that the school has staff trained in Swimming, so that we are able to provide our students with on and off site swimming lessons.	Train staff in Combined level 1 and 2 Swim teacher. Make sure that the theory and practical levels are completed.	£356	The students are able to swim in the school pool and hopefully in the local pool in September. We can improve the swimming provision in the school.	To ensure that staff pass the assessments and that they are trained in first Aid, so that they can run off site trips.
To ensure that the staff keep up with their rebound assessments and that they are trained to do rebound with our students.	Pay for the staff to come into school to complete the practical work for the assessment.	£266	Pupils are able to take part in rebound and staff have knowledge to take them further.	To ensure that all staff keep up with their practical assessments.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 40%
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 ensure that the students have the right equipment to take part in the balanceability programme.	To buy 15 helmets and to store them safely to ensure that they are used only with the balance bikes.	£288	Students can now push the bikes around the gym, 2 of the students are confident in riding the bikes, and most will put on a helmet.	To make the bikes available to the students on the playground. To do a balanceability course with the younger students.
To build a shed to store the bikes, so that they are kept in good condition and last for a long period of time.	To buy and build shed, make sure it has a lock and a way to store the bikes.	£708	This will allow the bikes o be stored well so that they are available to the students in the right place.	To think about buying more bikes, for the older students in the school
To ensure that the equipment is available for the swim lessons and stored in a container which is suitable for the hydro pool environment.	To buy and sort out the swimming equipment, making sure it is available.	£456.50	To create a better environment for the students to learn in and have equipment available for students.	To ensure that the swimming lessons are happening in school and that there is the equipment we need.
For pupils to experience a variety of afterschool clubs, promote being active and support physical development.	After school clubs to offer at least one sports club each week	£543.79	We ran after school clubs for the autumn term, but then had to stop due to COVID	To run clubs for the whole year and try and create more clubs which get the students physically active.
To replace our old trampoline which has been in the school for at least 15 years. This is very old and hard to put up and take down.	Buy a new trampoline which is suitable for rebound therapy. Then use it in the sessions.	£4551.90	The trampoline will be used in the rebound sessions. It will be easier to put up and take down, therefore it can be used more as staff will be able to do this.	To ensure that rebound therapy happens this year. Train and re-train staff, so that we are all confident at delivering it.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 2%
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:
For pupils to experience a variety of different sports and sporting opportunities, including winter and summer sports days.	Review the structure of winter and summer sports day. Make sure that we can do sports days in a COVID safe way, making it as enjoyable and inclusive for our students as possible.	£275.20	Pupils were able to access a variety of sports during the different sports day, in their bubbles. Some of this was done in class or in other areas of the school.	To continue to run winter and summer sports days, reviewing the different sporting opportunities for pupils on these days. Total spend £17,110.96

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