

# 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 end of the summer term or by [publish details](#) **31<sup>st</sup> July 2021** of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31<sup>st</sup> 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 31<sup>st</sup> 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.

Due to disruption caused by Covid-19 the Department for Education (DfE) has given permission for schools to 'carry over' any underspend from the academic year 2019/20 into this year 2020/21, but this **must be spent and reported on by 31st March 2021** .

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>Introduction of the Daily Mile in school            Enhanced outdoor sporting facilities for table tennis            Enhanced opportunities for indoor gymnastics            Increased access to development training for teachers            Sports' baskets provided to increase break-time sporting activity</p>	<p>Widen access to sport within Covid restrictions to increase physical and mental wellbeing            Develop the skills of teachers to help them to increase children's activity in school through inset day development and teaching alongside experienced coaches            Ensure that PP and SEN children are offered equal access to sport            Provide holiday club opportunities to engage in sport            Access equestrian skills development through the Pony Academy offer to support emotional wellbeing            Provide increased opportunities for children to improve their mental wellbeing through lunchtime activities            Widen the access to a range of sports through tennis, cricket, badminton and activities that can be managed during periods of Covid restrictions            Celebrate sporting achievement to raise the profile of and acknowledge the many benefits of sport            Increase Early Years' progress for Early learning goal – moving and handling Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.            Redesign the outdoor learning environment so as to increase opportunities to evidence achievement of the following goals:            Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>

	<ul style="list-style-type: none"><li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li><li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li><li>• Uses simple tools to effect changes to materials.</li><li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li><li>• Shows a preference for a dominant hand.</li><li>• Begins to use anticlockwise movement and retrace vertical lines.</li><li>• Begins to form recognisable letters.</li><li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li></ul>
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? No

YES \* 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: £0</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £0
<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?

## 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.

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.	74%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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?	<b>Yes</b>

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £18,650	<b>Date Updated:</b> 17 <sup>th</sup> May 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:
			87 %
<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:
All children have access to high quality teaching of sport, access to a wide range of sports, have access to extra sports club at lunch time and after school (and ability to pay is not a barrier to participation).	To develop the teaching team, widen access to sport and increase participation through working with the Forest Heath Sports Partnership	£3,220	Teachers receive additional training and development to improve quality of teaching. Wider range of clubs and sports activities increases children's opportunity to participate in sport. Taster sessions widen children's understanding of different sports. Wider inclusive approach to encouraging sports participation.	Forest Heath Sports Partnership delivery of: Training teachers in dance, tennis and cricket Development of year 5 sports leaders Sports day development to widen inclusivity and participation Providing CPD to teachers in benefits of sport and encouraging participation Supporting development of outdoor learning for EYFS learners
All children to engage in 30 minutes or more of physical activity each day	To maintain the daily mile To provide outdoor sporting equipment during outdoor play to encourage active play	-None	Baseline daily mile assessment collated Termly assessment shows reduced time for children to achieve daily mile % of children choosing to engage in sport during	Target children making below average progress when compared with school average. Involve children in monitoring and assessing positive health impacts of daily mile.



<p>Foundation outdoor learning to be refurbished to increase opportunities to evidence achievement of the following goals:</p> <p>Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing</p>	<p>To redesign outdoor learning space to better achieve learning goals</p>	<p>£15,430</p>	<p>Increased % of children progressing in each of the defined movement goals</p>	<p>Train all staff to optimise opportunities to enable children to progress in movement goals</p>
<p>equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>				
<p>Increase number of children accessing swimming tuition to increase attainment in end of KS2 national curriculum targets.</p>	<p>To raise attainment in swimming to at or above the national requirement by KS2. Our target is each pupil is required to be able to do the following:</p> <p>85% Perform safe self-rescue in different water based situations</p> <p>75% Swim competently, confidently and proficiently over</p>	<p>£300 originally set aside but re-allocated May 2021</p>	<p>Achieve swimming targets set</p>	<p>Review which year groups have access to swimming lessons to assess impact of widening access upon year 6 performance</p> <p>Covid prevented swimming lessons taking place</p>

	a distance of <b>at least</b> 25 metres			
	75%Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.			

<b>Key indicator 2:</b> The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
<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 maintain Healthy School Status and develop a revised action plan	<p>We will work to further promote</p> <ul style="list-style-type: none"> <li>• Healthy eating in school</li> <li>• Increase physical activity</li> <li>• Improve children’s social, emotional and mental health,</li> <li>• Our teaching of PSHCE</li> </ul> <p>This will include involving families in supporting the development of the four Healthy Schools themes</p>	<p>£932 not spent and re-allocated May 2021</p> <p>Tesco supplied free fruit to increase fruit uptake by all year groups</p>	<p>Our school menu will offer more fruit, vegetables and fibre</p> <p>Our curriculum is strengthened to create more links to health</p> <p>Access and frequency of opportunities to promote exercise are increased</p> <p>Social, emotional and mental health wellbeing is supported through the curriculum and through access to lunchtime and after- school activities</p> <p>Our PSHCE curriculum is developed</p> <p>Pupils have an improved understanding of social, emotional and mental health</p>	<p>Increased parent involvement in developing healthy food choices in school</p> <p>Use of school council as part of our Pupil Voice</p> <p>Access to a greater range of sports in school</p> <p>Further revise our curriculum to capitalise upon potential health teaching and encouraging behaviour change</p> <p>Training 5 mental health first aiders and 3 drawing and talking leaders</p>
To participate in Pony Academy	Offer to school to participate in Academy for children with social, emotional and mental health challenges	No cost	Increased confidence Improved emotional and mental health wellbeing	10 yr 5 and 6 children identified to attend July 2021

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 5%
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 provide training to teachers in dance, gymnastics, cricket	To assess teacher confidence before and after the training development	Included in Forest Heath Sports offer	Teachers have increased confidence in teaching a range of sporting skills	Develop a further range of sports' teaching skills having carried out an audit of staff needs Training provided to teach dance, cricket, tennis
Lunchtime and after school clubs led by specialist sports coach	Pupils have access to high quality sports' development skills	Part self-funded Pupil premium contribution Catch up funding	Increased opportunities to engage in sport	Increase range of clubs operating at school
West Suffolk Funded Basketball coaching for year 5/ 6	Pupils working with qualified basketball coach	Funded by West Suffolk Council	Increased uptake in sport. Training directed at raising self-confidence, resilience and linked to directing primary aged children away from County Lines involvement	Widen access to basketball with potential to further develop uptake in next academic year.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				3 %
<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:

Additional achievements: To develop cricket skills To offer taster sports' sessions to widen the sporting offer in school To make school links with sporting excellence ambassadors to raise children's awareness about competitive sports as careers	To increase opportunities for children to experience a wide variety of sporting opportunities	£300 (included in Forest Heath funding detailed above)	Increased uptake in sport	To develop sports clubs Enhanced clubs include Cricket, tennis, netball, basketball, yoga, cosmic yoga,
Provide parent PE taster sessions to encourage whole family participation and engagement in sport	To widen opportunities to access sport	£300 (included in Forest Heath funding detailed above)	Increased uptake in sport	To survey families to establish preference for further taster sessions Survey completed December 2020 Additional classes provided to include Cricket, tennis, netball, basketball, yoga, cosmic yoga, Daily sport during lunchtimes to encourage participation and uptake
Celebrate sporting achievements	To recognise sporting achievement at celebration assemblies	No additional cost	Positive promotion and celebration of sport	To take part in County celebrations of sporting excellence To participate in virtual sports challenges competing with Forest Heath Sports Partnership schools

<b>Key indicator 5: Increased participation in competitive sport</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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Subject to relaxation Covid restriction Engage in virtual school competitive sport whilst Covid restrictions are in place: Cross Country	Access competitive sporting opportunities through Forest Heath Sports Consortium to	No additional cost	Increased participation in competitive sport	Inter school virtual competitions Participation in Cross Country Athletics competition

Signed off by	
Head Teacher:	Clare Clarke
Head of School	Sue Blakeley
Date:	14 December 2020
Subject Leader:	Tanara Smith
Date:	14 December 2020
Governors:	Kathleen Das, Charles Dore
Date:	