

# 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](https://www.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>- All children partaking in a daily mile</li> <li>- Investment made into all children accessing additional fitness sessions and extended P.E sessions throughout the week.</li> <li>- Coach provision to encourage quality games engagement at lunchtime periods.</li> <li>- Investment in fitness equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Widen range of sporting activities that children have access to</li> <li>- Continue to target children identified as lacking co-ordination and or fitness for additional sessions during the week</li> <li>- Consider ways to engage children in more active lunchtime sessions and discourage sedentary play.</li> </ul>

Did you carry forward an under-spend 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.

Academic Year: September 2020 to March 2021		Total fund carried over: £11,193.15	Date Updated: March 21
What Key indicator(s) are you going to focus on? 1 & 4			
Total Carry Over Funding: £11,193.15			
Intent	Implementation	Impact	
<p>All children will understand the importance of physical activity in contributing to their overall mental health and wellbeing.</p> <p>All children will achieve a minimum of 30 minutes daily physical activity in school time.</p> <p>KS2 children are given a wider opportunity to develop their physical strength, muscle tone and gymnastic skills.</p>	<p>Outdoor gym equipment to aid PE lessons and to be used at play time to promote extra activity.</p> <p>Basketball hoops to aid development in a new sport for children.</p> <p>Children will be encouraged to tackle all areas of the gym equipment, with a focus on the areas that they found difficult. To promote resilience, determination and growth mindset.</p> <p>The gym equipment is designed to support children in building their upper body strength.</p> <p>Small climbing wall for KS1 – this is to once again support upper body strength.</p>	<p><b>Carry over funding allocated:</b></p> <p>£11,193.15</p>	<p>Children will have daily access to the gym equipment whilst being adequately supervised to explore their abilities in a safe way.</p> <p>Gym equipment will aid teaching curriculum lessons to enhance the level of skill the children can develop.</p> <p>Regular access to the gym equipment will encourage the children to set their own goals and work towards improving their personal best.</p>
			<p>CPD for staff on using equipment in a safe and effective way in curriculum based lessons.</p> <p>Continued promotion of usage, rota to be developed to provide each KS2 class with specific opportunities to enjoy and consolidate learning.</p>

<b>Meeting national curriculum requirements for swimming and water safety.</b>  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 2021.	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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.

Academic Year: 2020/21		Total fund allocated: £18,830	Date Updated: March 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				<b>Percentage of total allocation:</b>
				%
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:
<p>All children will understand the importance of physical activity in contributing to their overall mental health and wellbeing.</p> <p>All children will achieve a minimum of 30 minutes daily physical activity in school time.</p>	<p>Post lockdown survey to find out activity levels and wellbeing of children since Christmas.</p> <p>Post lockdown 3 week intense activity drive (2 hours of PE, Daily Mile, Jo Wicks) to boost health &amp; promote importance of a healthy lifestyle.</p> <p>Outdoor gym equipment to aid PE lessons and to be used at play time to promote extra activity.</p> <p>Summer term whole school healthy me/Olympic 2021 topic to develop children's understanding of physical &amp; mental health. Links with DT &amp; PSHE to promote healthy eating.</p> <p>Runwell Olympic Games project – children will “specialise” in an athletic area &amp; an additional sport,</p>	<p>£1,589 (equipment)</p> <p>£20,000 (outdoor gym)</p>	<p>Children will have an improved sense of wellbeing. They will understand the link between physical and mental health.</p> <p>Children will be able to explain their personal development targets in relation to our “Runwell Olympics”. They will be able to acknowledge their starting point, the difficulties that they may have experienced and then show pride in their final outcome.</p> <p>EYFS &amp; Year 1 will have developed their gross motor skills in order to fine tune their pencil control – evidenced through “Draw a person” activity.</p> <p>Children will enjoy eating a range of foods, encouraged by their parents. They will enjoy the process of</p>	<p>2 hours of taught PE sessions to be maintained for the long term not just post lockdown. Investment has been made from Covid catch up premium for a coach to provide expert knowledge on fitness and health and provide CPD opportunities via team teaching for staff.</p> <p>The “Olympic Legacy” will create a sense of personal achievement and developed growth mindset which will continue to serve the children throughout their education, improving outcomes for all.</p> <p><b>Next steps:</b> Daily Mile Track to be explored to ensure upkeep of daily physical activity during school</p>

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	<p>they will measure their progress. This will culminate in a week-long event to celebrate every child's achievements. Equipment purchased to aid the delivery of this.</p> <p>EYFS &amp; Year 1 focus on physical development to improve writing – engaged in Squiggle while you Wiggle, pom-poms purchased to aid delivery.</p> <p>A weekly healthy recipe challenge to be set on Dojo to encourage healthy eating at home.</p> <p>Additional helmets have been brought to enable more children to join our morning scoot/cycle initiative</p>		<p>cooking and sharing a meal as a family.</p> <p>Children will actively engage with their allocated day to scoot/cycle on the playground – this will hopefully encourage them to scoot or walk to school on at least 1 day of the week achieving more activity than previously.</p>	<p>time.</p> <p>Explore options of providing parental exercise opportunities to have an impact on wider community health and well-being.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>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:</p> <p>Children will understand the importance of PESSPA on their overall health and wellbeing. They will develop an understanding between their physical health and their improved self-esteem and approach to learning.</p> <p>PESSPA will be more widely enjoyed by all participants – staff and pupils alike. Happy people = productive people!</p> <p>Children will have an appreciation for the importance of setting and breaking personal targets and achievements in physical activity which will enable them to apply a growth mindset in other areas of the curriculum.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Children's opinions on PE sought before return to school.</p> <p>Teachers to work alongside specialists in PE from WDF SSP &amp; Jack of all Sports to develop their teaching methods to aid enjoyment for all.</p> <p>Coaches/specialists to work with the children to introduce new sports and physical activities in extra PE lessons peppered throughout the year.</p> <p>Build physical activity into break times with the use of play leaders, Jack of All Sports and additional training for midday assistants to create fun opportunities and games. As well as providing children opportunities to use outdoor equipment regularly.</p> <p>Active cross curricular lessons encouraged across the school.</p> <p>Get Set 4 PE learning intentions provided for "the whole child" these are to be shared &amp; explored in every</p>	<p>Funding allocated:</p> <p>£2070 (WDF partnership)</p> <p>£3040 (Jack of All Sports lunch time clubs)</p> <p>£1377 (Olympic project resources)</p> <p>£1200 (Get Set 4 PE)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Children will be able to identify their own strengths and points for development – they will not see these as "weaknesses" but opportunities for growth.</p> <p>Teachers will encourage pupils to look for "whole child" growth rather than just a focus on physical ability. They will celebrate all areas of development with the children.</p> <p>Teachers will engage with the activities set for children to be a role model. Children can expect their teachers to be as active as they are.</p> <p>Midday Assistants will be more engaged with the children on the playground, their roles moving from supervisor to facilitator. Encourage and modelling good active play for all children is key to get them involved.</p> <p>Children will be more motivated to be active and engaged at break and lunchtimes through the appointment of suitable peer role models to be play leaders.</p>	<p>Sustainability and suggested next steps:</p> <p>A developed understanding and enjoyment of PE by all will naturally ensure that our plans are sustainable.</p> <p><b>Next steps:</b> CPD into including PE in cross curricular subjects.</p>



	<p>PE lesson to ensure success for all.</p> <p>Olympic 2021 project to promote physical and mental well-being and encourage the importance of setting personal bests.</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<p>All teachers feel confident in teaching and assessing PE lessons revolved around “the whole child”.</p> <p>Teachers have a sound knowledge of current health and safety protocol in schools.</p> <p>Support staff will feel more empowered to get involved in PE lessons and the assessment cycle.</p>	<p>Get Set 4 PE provides clear, structured lessons for the teacher to follow. It also provides “whole child” learning objectives to promote healthy minds and bodies.</p> <p>Active Essex Health &amp; safety training for teachers. This will also include use of our new outdoor gym equipment to ensure we can use it to its best capability.</p> <p>New colour coded assessment tool to be shared with teachers who can then share with LSAs to engage them in the assessment process of individual PE sessions providing them with a more active role.</p> <p>Exploration/investment into the Child Health Project will provide ideas and support for teachers.</p>	<p>£1200 (Get Set 4 PE)</p> <p>£2070 (WDF partnership)</p> <p>£150 (H &amp; S training)</p> <p>£299 (CHP)</p>	<p>All staff and pupils can talk about the “whole child” outcomes of their PE sessions.</p> <p>Staff are confident to try new activities in a safe way. They know what is expected of a typical “safe” PE lesson.</p> <p>Support staff will be more actively engaged in lessons – assisting children &amp; teachers with assessment. They will have a greater understanding of what is involved in each lesson.</p>	<p>Sustainability:</p> <p>Regular review of health and safety training for teachers, gauging their confidence and needs.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
<p>All children are provided with the opportunity to access extra-curricular sporting activities.</p> <p>Girls feel more empowered to participate in sport.</p> <p>Children have opportunities to experience new sports activities.</p>	<p>WDF SGOs have provided several sessions for various year groups to broaden their experiences. KS2 had an athletics afternoon. Year 1 had a cheerleading session.</p> <p>Jack of All Sports provide opportunities for children to access extra-curricular clubs (tennis, multi-sports, football)</p> <p>A girl's football club has been set up and promoted.</p> <p>Scouting/cycling early morning sessions provide a different opportunity and context to practise skills.</p> <p>Jack of all sports introduces new team games and new activities to KS2 children at lunchtime. Variety of different activities provided.</p> <p>The Olympic project will provide all children with the opportunity to explore new sports to them, select their preference and develop it to a good standard.</p>	<p>£2070 (WDF partnership)</p> <p>£3040 (Jack of All Sports lunch time clubs)</p> <p>£1377 (Olympic project resources)</p>	<p>KS2 girls feel more able to join in with playtime/lunch time football matches that were once largely dominated by boys.</p> <p>Children have enjoyed an activity or a sport that they had not heard of or thought that they would not like.</p>	<p>Sustainability:</p> <p>Whilst demand for extra-curricular sport is still present within school community we will be able to continue this for as long as possible.</p> <p>Olympic project provides skills that children can carry through their school years and develop.</p> <p>Next step:</p> <p>Look at a wider range of sports coming away from the conventional.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Children are given the opportunity to experience competition at a level that they feel comfortable with.	<p>SGO has provided KS2 with opportunities to partake in virtual athletics competition – all children were involved in this as opposed to the usual “elite” or interested children being selected.</p> <p>Year 5/6 football training is subsidised by the school to enable our football team the chance to compete effectively when competitions start up again.</p> <p>The Olympic project provides a platform for every child in the school to experience competition against people who are of a similar age and stage as them.</p>	<p>£2070 (WDF partnership)</p> <p>£1,140 (football training)</p>	<p>Children enjoy competition and can accept a loss is still an achievement. They understand that whilst it is great to win it is more important to take part.</p> <p>Children will feel confident in their own ability and acknowledge that they deserve the chance to compete despite their level.</p>	

**Signed off by:**

**Head Teacher:** Mrs Sasha Furze  
**Date:** 14<sup>th</sup> July 2021

**Governor:** Mrs Nicki Kelly  
**Date:** 14<sup>th</sup> July 2021

**Subject Leader:** Miss Claire Bagridge  
**Date:** 14<sup>th</sup> July 2021