

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

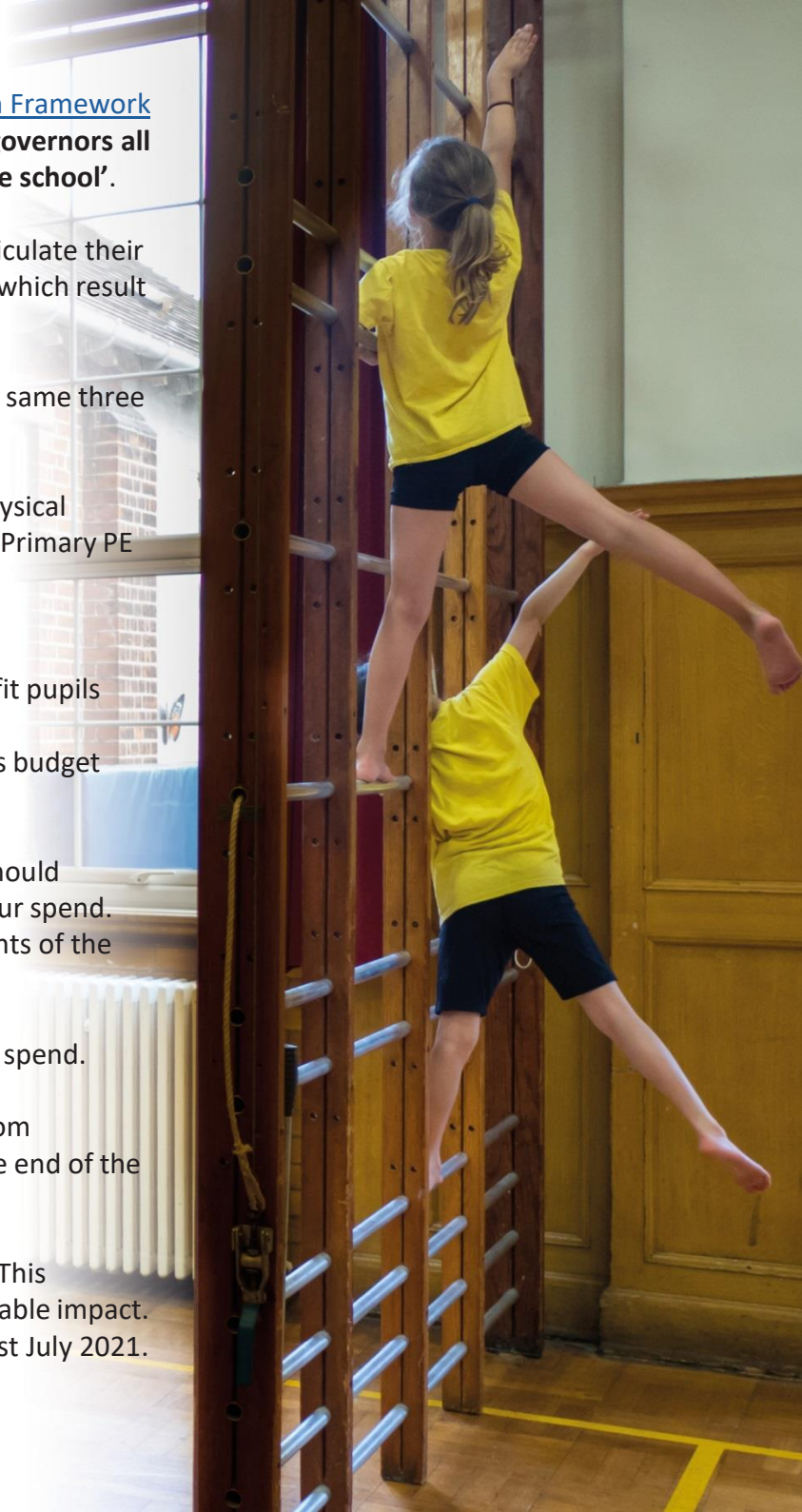
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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](#).



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"> • School Games Gold Mark. • Start of links with other community clubs. • Improved provision of activity at lunchtime. • Difference in after school club provision. • Participation increased in after school clubs. 	<ul style="list-style-type: none"> • Quality of teaching (see blink observations) • Increase the number of children participating in clubs outside of school (percentage of children participating). • Maintain and improve links with community clubs. • Maintain and improve lunchtime provision - increased resources; increased activities

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 £0
+ Total amount for this academic year 2020/2021 £18,630
= Total to be spent by 31st July 2021 £18,630

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above.</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>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?</p>	<p>Yes/No</p> <p>Usually use the Premium for Reception swimming in the Summer term. This did not happen due to covid-19.</p>

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: £18,630		Date Updated: 28 th May 2021	
Key indicator 1: 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:
					%
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:
90% of children are physically active for at least 30 minutes a day.	<ul style="list-style-type: none"> Ensure that all children are receiving up to 2 hours of taught Physical Education a week. Structured play opportunities to be given to children at lunchtimes. Purchase of high quality PE resources to help all children access 30 minutes of physical activity. Skipping Challenge for both inside and outside of school Updated equipment to ensure children have the correct equipment to play sports 	£1961	The skipping challenge was successful in getting the children more physically active. During lockdown, the children were encouraged to skip with adults at break times and this saw an increase in physical activity. Children and adults took part in competitions and		Continue to use the skipping ropes during active times across the school. Allow them to be available to all during break times and lunch times.

<p>80% of children are receiving quality play at play times and lunch times.</p>	<ul style="list-style-type: none"> • Play Leaders to have their training updated. • Equipment to be organized specifically, for lunchtimes. • Meal Time Assistants to have training for structured quality play. • 3 activities on the playground for children to choose from. • Train new Sport Leaders to lead lunchtime activities in their bubble. 		<p>this inspired children to learn new skills. Many children in KS1 could not skip before receiving a skipping rope and can now skip confidently and at speed.</p> <p>Play leader training did not happen due to COVID-19. In house training will be offered as soon as allowed.</p>	<p>Use MOKI to monitor the activity levels of children before and after the intervention.</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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To raise the profile of Physical Education, Sports and Physical Activity both inside and outside of school.</p>	<ul style="list-style-type: none"> • Create a PE notice board for the whole school. Regularly update this with sporting achievements inside and outside of school. • School Games and Sport notice board/newsletter to put in a prominent place/online with reference 			

<p>To develop children’s understanding of healthy lifestyles and how physical activity can improve their well-being.</p>	<p>to sporting achievements in lessons and competitions.</p> <ul style="list-style-type: none"> • Questionnaires out to children to find out about sports outside of school. • Signpost children to clubs that they can attend outside of school. e.g. football, netball and cricket. • Celebrating achievements in whole school assemblies. • PE lead to complete Level 5 training (October 2021) <ul style="list-style-type: none"> • Physical activity linked to other areas in the curriculum. • Specifically teaching about Healthy lifestyles within Physical Education. • Incorporate Physical Activity into the termly homework tasks. To raise the profile at home. 	<p>£500</p>	<p>PE lead starting Level 5 training. After completed, there will be 3 members of staff with Level 5 training. This will aid support for teachers in each phase group for teaching of PE.</p> <p>Pupils are aware that exercise and having an active lifestyle are important. This has been taught discreetly through Science in KS1. Physical activity has been planned in through lessons in EYFS and KS1. Children are aware that movement and exercise can be used in other lessons such as hopping when counting and science practical lessons involving heart rate. Children are more active throughout the day through Healthy Mind and Healthy Body time.</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>Increase the confidence in teachers that are delivering swimming lessons</p> <p>All Early Years staff to be confident in teaching Physical Education with the new curriculum changes.</p>	<ul style="list-style-type: none"> • Join School Swimming and Water Safety Charter to ensure teachers are confident in teaching school swimming and water safety. • Teacher and PE lead to complete online training on how to teach swimming. • PE lead to support staff in planning and delivering swimming lessons. • Observations of swimming lessons • Curriculum and curriculum overview to be updated to ensure that the curriculum is broad and balanced. • Early experiences of key skills to be embedded in the curriculum • Purchasing a high quality PE scheme that can be run from EYFS to Year 6. 	£30	Due to Covid-19 the swimming programme has been completed in the Summer term. Children from Years 3 and 4 have received swimming lessons. The teachers have a structured swimming programme to follow alongside swimming coaches which will ensure that children are receiving high quality swimming and water safety lessons.	

Positively impact learning in PE in lessons and extra-curricular clubs.	<ul style="list-style-type: none"> • Work alongside Saints South West to deliver extra-curricular clubs and also offer CPD to those teachers that would like it. • PE Lead to support teachers with planning PE lessons • Purchasing a high quality PE scheme that can be run from EYFS to Year 6. • Embed school values and vision into lessons 	£12,300.00	There has been an increase in club participation both through staff and Saints South West clubs. Children are now more physically active throughout the day (lunch times and after school).	
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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:
Additional achievements: 90% of pupils to have passed cycling proficiency by the end of Year 6	<ul style="list-style-type: none"> • To offer Bikeability to 33 pupil's in Y5 and 6 • Monitor children who have or have not passed and seek advice on how to help ones that have not passed. • Liaise with Bikeability for support 		Out of the 32 children taking Bikeability Level 2, 31 passed. The other child completed Level 1. This means these children can safely ride a bike on a road setting. They have also been signposted to after school cycling clubs to encourage their participation.	Offer Bikeability to Year 5/6 and lower years to ensure that all children are able to have access to learning to ride a bike.

<p>To increase participation and raise interest in physical activity amongst pupils – especially in KS1/non participants (both inside and outside school).</p>	<ul style="list-style-type: none"> • After school clubs offered to KS1 to increase participation and interest through Saints SouthWest 		<p>Children in KS1 are being offered 2 after school clubs during the week. This has seen an increase in the amount of children that are now participating in clubs in KS1</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Increase the number of competitive opportunities for children of all abilities and age groups.	Target events offered by the Paignton SGO to provide children of all age groups and abilities with the opportunity to compete.			

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