

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Albert Pritchard Infants and Wood Green Junior Federated schools.

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>- Use of coaches to up level staff in different areas of PE.</li> <li>- Use of staff questionnaire to guide support.</li> <li>- Purchased resources to assist with new curriculum map.</li> <li>- Staff to use cross-curricular opportunities in Maths and English to teach PE strategies.</li> <li>- Embed our school values into our PE lessons.</li> <li>- Provide opportunities for pupils to be active in school (eg. Travel for Ten and Music and Movement.)</li> <li>- Multi gym set up and running at both Key Stages.</li> <li>- Provide opportunities for MA pupils to share skills with classmates.</li> <li>- PE expectation booklet, is used by all to ensure consistency across both sites.</li> <li>- PE leads created skills lists to highlight progression needed.</li> <li>- MTP and curriculum maps were reviewed and followed through.</li> <li>- Created PE section on pupils passports to identify PE focus for this year and to show personal achievements towards these goals.</li> </ul>	<ul style="list-style-type: none"> <li>- To purchase resources to support a COVID safe environment and a range of abilities.</li> <li>- Continue to provide pupils with more opportunities to be active.</li> <li>- Provide a wider variety of equipment at playtime to help develop a range of skills and ensure a COVID safe environment.</li> <li>- Provide lunchtime staff with activity ideas to encourage pupils to be more active as well as child friendly cards for independent use.</li> <li>- Sports leaders at KS2 to have more of a role in planning and organising events, working with the PE lead. (This got paused last year due to COVID).</li> <li>- Continue to roll out personal best cards (as this got paused last year due to COVID).</li> <li>- PE/PD interventions for pupils working below ARE.</li> <li>- Use of STEP to differentiate in PE lessons.</li> <li>- Purchase package to help up-skill staff with planning and assessment.</li> <li>- From staff questionnaires – Look at Coaches with a specialism in Gymnastics to enhance staff CPD and have impact on pupils’ progress in this area.</li> <li>- Look at ways to take part in competitions virtually.</li> <li>- Develop different ways for pupils to think about their health and wellbeing.</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: £</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
<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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/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> AP - £17,780.00 WG - £19,000.00		<b>Date Updated:</b>	
<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: %
<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? <b>Impact will be evaluated at the end of July 2021 in red.</b>	Sustainability and suggested next steps: <b>Sustainability will be evaluated at the end of July 2021 in red.</b>
<ul style="list-style-type: none"> <li>- Children to be provided with time to be active in school outside of PE lessons.</li> <li>- Children to understand why it is important for our bodies and minds to be active at different times during the day.</li> <li>- Encourage children to be active each day when not at school taking more ownership over their physical health.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue with 'Travel for ten' daily. Pupils travel around the playground for ten minutes per day in a style of their choosing eg walk, skip, run, hop etc...</li> <li>- Music and Movement sessions provide additional slots for activity.</li> <li>- Purchase speakers, which can be used for active slots around the school, in addition to hall use. These could be used for addition dance classes, music and movement</li> </ul>	<ul style="list-style-type: none"> <li>N/A – already set up and running.</li> <li>N/A – already set up and running.</li> <li>£380.00</li> </ul>		

<ul style="list-style-type: none"> <li>- Ensure all pupils have correct, appropriate kit to take part in PE lessons and children to understand how this helps us to be safe doing physical activities.</li> <li>- Children can access our PE curriculum safely.</li> <li>- Children are able to take part in outdoor activities safely.</li> <li>- To make our children feel like part of a team and have a sense of unity.</li> </ul>	<p>etc...</p> <ul style="list-style-type: none"> <li>- Tracksuits purchased for Reception and Year 1 pupils</li> <li>- T-shirts purchased for all pupils from Reception to Year 6.</li> <li>- Parents are reminded regularly of PE kit expectations.</li> <li>- Teacher's role model expectations.</li> <li>- Children to come to school in PE kits. This should provide more time in PE lessons and reduce the amount of forgotten kit etc...</li> <li>- Children not taking part should be involved by making coaching notes etc looking at the skills being taught during that lesson.</li> </ul>	<p>£845.00</p> <p>£2,200.00</p> <p>N/A</p>		
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<ul style="list-style-type: none"> <li>- Provide playtime equipment (with new COVID rules in place) to ensure pupils have a range of equipment to play with safely.</li> <li>- Provide equipment that can develop a range of physical skills eg. Hand eye co-ordination, control, team work etc...</li> <li>- Develop the choice pupils have to be active at playtimes.</li> </ul>	<ul style="list-style-type: none"> <li>- Buy playtime equipment for each class with enough to leave time to quarantine.</li> <li>- Buy a variety of equipment to develop different skills as from pupil feedback last year they felt they needed a broader range of things to play with.</li> <li>- Teach children a variety of games they could play during break times, including using the new equipment.</li> <li>- PE leads to train lunchtime supervisors on active games that can be shared during lunchtimes. (This was something that got postponed from last year due to COVID)</li> </ul>	<p>£ 2,000.00</p> <p>N/A</p> <p>N/A</p> <p>£2,200.00</p>		
<ul style="list-style-type: none"> <li>- Provide equipment that can develop a range of physical skills eg. Hand eye co-ordination, control, team work etc...</li> <li>- Provide extra resources to use in PE lessons, which ensure they can be COVID, secure.</li> </ul>	<ul style="list-style-type: none"> <li>- Buy PE equipment so that classes have more choice to use in PE with quarantine policies in place.</li> <li>- Buy a variety of equipment to develop different skills highlighted on our PE</li> </ul>			

	curriculum map.			
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<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:
	%

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?: <b>Impact will be evaluated at the end of July 2021 in red.</b>	Sustainability and suggested next steps: <b>Sustainability will be evaluated at the end of July 2021 in red.</b>
<ul style="list-style-type: none"> <li>-Encourage all pupils to be active and improve their skills within PE.</li> <li>- Create a safe environment for children can compete against themselves to improve.</li> <li>-Encourage engagement of those less active or those that don't enjoy competing against others.</li> <li>- Pupils should be able to discuss ways to improve scores and therefor help to plan activities in other PE lessons.</li> <li>-Pupils to develop their stamina.</li> </ul>	<ul style="list-style-type: none"> <li>- Each child to have a personal best card (NEW CARDS TO BE MADE DUE TO COVID) which they will fill in during PE lessons. The main focus will be athletics/fitness abc but not restricted to only this. Every couple of weeks they will repeat the same activity and see if their scores improve.</li> <li>- This was something that was started last year and had positive feedback from staff and pupils but was unable to be rolled out to all classes due to COVID. Staff from classes that had previously used this to support those trying it new this year.</li> </ul>	£100.00		

<ul style="list-style-type: none"> <li>- Pupils to be aware of their learning for that academic year. They can identify achievements to date and see the journey their learning will be taking.</li> <li>- Improve pupils wellbeing</li> <li>- Pupils more aware of how to look after themselves/ become healthier.</li> <li>- Pupils have quite areas to reflect.</li> </ul>	<ul style="list-style-type: none"> <li>- PE leads to create a booklet with playtime activity ideas.</li> <li>- Pupils passports created. Pupils can see where their PE journey will take them over the year.</li> <li>- Create structures for pupils to grow food at school to see the process and understand which foods are good to keep us healthy.</li> <li>- Create areas were children can relax and reflect on their feelings and emotions</li> </ul>	<p>N/A</p> <p>£9500</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	
<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?: Impact will be evaluated at the end of July 2021 in red.</p>	<p>Sustainability and suggested next steps:  Sustainability will be evaluated at the end of July 2021 in red.</p>
<ul style="list-style-type: none"> <li>- Identify staff's strengths and weaknesses when planning, teaching and assessing PE.</li> <li>- Develop confidence in the areas above and use our strengths and weaknesses to help each other.</li> <li>- Outside agencies used to up skill staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaire to be given to all staff to identify strengths and weaknesses.</li> <li>- PE/PD expectations booklet to be updated and distributed.</li> <li>- PE leads to share skills lists so staff are aware where pupils are coming from and moving on to.</li> <li>- Have suggested linking activities on MTP.</li> <li>- Bought into the package of Complete PE. This will help staff with planning, resources, teaching and assessing our pupils, which will help with the progression of the children they teach. (Staff to begin using in Spring 1 after staff meeting.)</li> <li>- Sports coach contract</li> </ul>	<p>N/A</p> <p>£2,007.00</p> <p>£11,500</p>		

<p>- Use of outside agencies to up skill staff with a (gymnastics focus)</p> <p>- Ensuring all pupils can access lessons and are provided with activities to support their abilities.</p> <p>-Development of PE Lead/staff understanding of physical education.</p>	<p>honoured to the end of Jul 2020 but unable to come into school due to COVID restrictions and safety.</p> <ul style="list-style-type: none"> <li>- Staff able to use their planning platform to assist with home physical education learning.</li> <li>- (Use for CPD) Staff feel more confident with delivering, planning and assessing Gymnastics.</li> <li>- Children will make progress. (Start in Spring 1)</li> <li>- Use of STEP in PE lessons.</li> <li>- PE lead to guide staff on how to use it correctly.</li> <li>- New complete PE package also supports the USE of STEP.</li> </ul> <p>-Dance desk membership.</p>	<p>£5,000</p> <p>N/A</p> <p>£900.00</p>		
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	-PE lead to feedback information/ ideas to staff. Keep up to date with the PE curriculum and guidelines.			
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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:  Additional achievements:	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?: <b>Impact will be evaluated at the end of July 2021 in red.</b>	Sustainability and suggested next steps: <b>Sustainability will be evaluated at the end of July 2021 in red.</b>
-Children that are not reaching age related expectations at KS1 to have intervention with the PE lead to help develop skills. -Children that are not reaching age related expectations in Years 3&4 (KS2) to have intervention with the PE lead to help develop skills.  - Specialist coach to support Staff and	-Pupils identified to be working Below ARE to have 20 minute session per week with PE lead focusing on areas identified from assessments.  - Cricket coach to work with Year 5 pupils to help enhance their skills.	N/A         N/A		

Pupils with the focus area of Cricket.				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>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>Impact will be evaluated at the end of July 2021 in red.</p>	<p>Sustainability and suggested next steps: Sustainability will be evaluated at the end of July 2021 in red.</p>
<ul style="list-style-type: none"> <li>- Provide opportunities for pupils to take part in competition.</li> <li>- Pupils learn to develop teamwork and communication.</li> <li>- Heighten their abilities in the area focus.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide pupils with opportunities in virtual competitions.</li> </ul>	N/A		

Signed off by	
Head Teacher:	C.Clarke
Date:	30 <sup>th</sup> November 2020
Subject Leader:	S.Oakes & K Edkins
Date:	30 <sup>th</sup> November 2020
Governor:	
Date:	