

# 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:

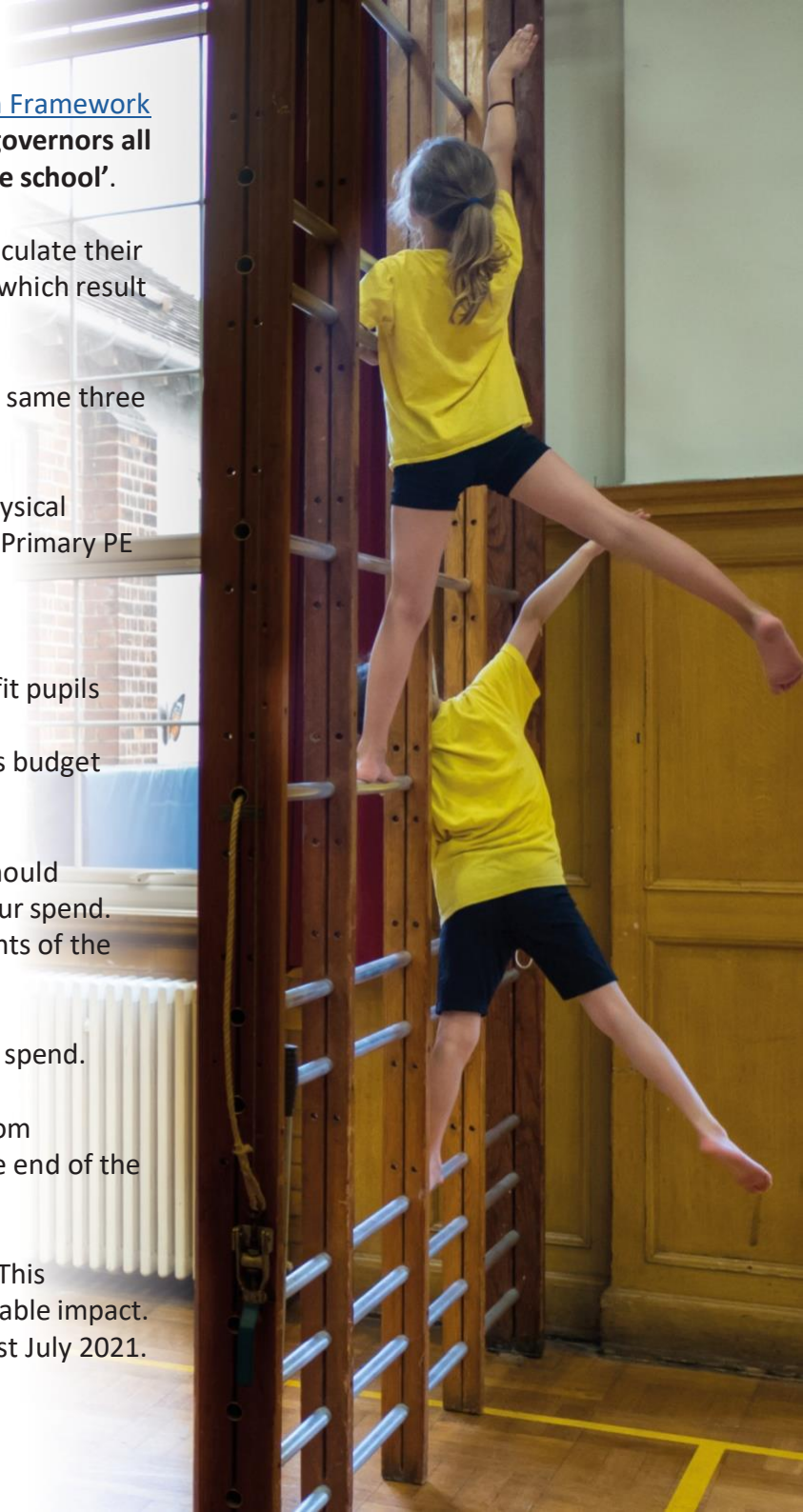
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](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 [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 **31<sup>st</sup> 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:
<p>The Y5/6 children continue to be successful young leaders following the LPG young leader programme.</p> <p>Children have had the opportunity to participate in Boogie Bounce, cricket and multi sports.</p> <p>School has invested in archery equipment, Drumba session and Boogie Bounce sessions and Boogie Bounce equipment. Skip 2B Fit was implemented in the Autumn term.</p> <p>PE stock and equipment has been replenished (striking fielding equipment, athletics equipment, new netball posts, a range of balls, early years multi-skills equipment).</p>	<p>To try to ensure that children were still able to engage with and take part in sporting competitions and events in the 2020/2021 academic year, despite the Covid-19 pandemic and continue to be fully involved in the Bedale Cluster sports programme.</p> <p>To implement the Rising Stars Sports Champions scheme of work.</p> <p>Join the Youth Sport Trust.</p> <p>To try to continue, where possible, some extra-curricular sporting opportunities in school despite the challenges of children being taught in 'bubbles'.</p> <p>Focus on robust PE data for next academic year – looking at pupils on track and greater depth.</p> <p>Implement PE CPD where necessary. PE specialist to work with EYFS/KS1 and KS2.</p> <p>Broaden the range of sports/ activities offered or taster sessions throughout the next academic year. Utilise lunchtimes due to difficulties of running after school clubs.</p> <p>When COVID restrictions allow begin swimming sessions.</p>

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: £16340**

**= Total to be spent by 31st July 2022: £26988 (£16340 + £10,648.00 carried forward from 2020-2021)**

<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><b>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.</b></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><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.</p> <p>Please see note above.</p>	50%
<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>	50%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	0%
<p>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?</p>	Not this year due to COVID restrictions.

## 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:		Date Updated: July 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:
					16%
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:
All children (100%) to participate in at least 30 mins physical activity per day.	<ul style="list-style-type: none"> <li>Offer a wide range of lunch time activities.</li> <li>Provide opportunities for physical activity during playtimes: young leader programme, investment in playground resources and Boogie Bounce equipment, archery equipment.</li> </ul>		£ 2,640.00 Young leader and mid-day clubs Boogie Bounce £684.00  Archery equipment £400	80% children have participated in at least 1 after school club per week.  Young leaders are trained.  No swimming this year due to COVID 19  Daily skipping every lunch time for all children.	Continue to offer popular clubs and also offer variety next term (see plan for next year's clubs)  The children to continue to lead next year. Y5's to complete the training programme.

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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				8%

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 use sport to improve behaviour through teamwork opportunities.  To use sport to enhance enjoyment of the curriculum.  Increase pride in achievements.	Young leader programme to encourage leadership and teamwork skills.  Incorporate sport/ exercise into topic planning.  Continue to celebrate achievements during assembly, display boards, Facebook and Dojo.	1,228.00 <i>(leadership staffing costs)</i>	The young leader programme has become embedded during playtimes with daily organised games and activities.  Cross curricular links during PE have engaged children in topic e.g. Quidditch event.	Training for for Y 5's and refresher training6 so that the children are able to continue leading activities in the next academic year.  Continue to plan opportunities to understand the benefits and impact of exercise into topics.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				38%

Intent	Implementation		Impact	
To upskill staff to lead high quality PE lessons and clubs.	<ul style="list-style-type: none"> <li>Employ specialist PE teacher to allow teachers</li> </ul>	This didn't happen due to	Specialist PE teachers have	Staff able to lead high quality PE lessons.

	<p>opportunities to observe and participate in high quality PE lessons.</p> <p>Teachers to observe specialist coaches</p>	<p>COVID restrictions.</p>	<p>been hired to support and upskill the teachers in school so that high quality PE is consistently provided.</p> <p>Specialist coaches have provided training opportunities for yoga and dance.</p>	<p>School staff able to lead high quality clubs.</p>
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**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:  
5%

Intent	Implementation	Impact
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<p>Additional achievements:</p> <p>To provide children with a range of sporting and physical experiences</p>	<p>A member of staff has completed level 3 forest school training and all children receive a monthly forest school day.</p> <p>Provide opportunities for sport within the wider curriculum.</p> <p>Give taster sessions for a range of sports within the school day.</p> <p>Embed the LPG young leader programme.</p>	<p>£0</p> <p>Drumba: £420</p> <p>Orienteering: £70</p> <p>£0</p>	<p>Forest schools for all children to incorporate outdoor sport activities (see planning and photographs for evidence).</p> <ul style="list-style-type: none"> <li>• Boogie Bounce session with a coach.</li> <li>• 2 members of staff trained as Boogie Bounce instructors and equipment purchased. After school club initiated.</li> </ul>	<p>Continue to upskill children in forest activities.</p> <p>Children taking up sports in local clubs. Continue to develop club links.</p>
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			<ul style="list-style-type: none"><li>• Archery equipment purchased. Included in an after school club.</li><li>• Drumba session with a coach.</li><li>• Skipping lessons and ropes: children complete daily Skip2B Fit sessions</li><li>• Cricket lessons</li><li>• Young Leader training</li></ul>	
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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:
To ensure that all pupils are able to access interschool competitions. To increase participation in competitive sport from to 90%+.	<p>Ensure a budget has been set to support the resourcing, organisation and supervision of the virtual competitions on offer during this academic year.</p> <p>Engage in the Bedale Cluster SLA for all online virtual sporting competitions and increase our participation.</p> <p>Try to get 100% engagement in virtual inter-school competitions.</p> <p>Regularly promote external sport's providers in the local area that work closely with the school (e.g. Ripon Tennis Club, West Tanfield Cricket club, Richmond Cricket Club, Bedale FC)</p>	£250	<p>100% of children, from EYFS to Y6 have now taken part in competitive sport this academic year through virtual competitions organised by the Bedale Cluster SLA and also the inter-school sports day a part of our own school federation.</p> <p>All children are made aware of local sport providers that they are able to engage with through promotion by and support from the school.</p>	When inter-school competitions resume- to engage in the vast majority of these again and ensure all children have an opportunity to represent a team and attend a competition during their time at school.

Signed off by	
Head of School:	<i>Mrs. N. Raynes</i>
Date:	12.7.21
Subject Leader:	<i>Mrs. N. Raynes</i>

Date:	12.7.21
Governor:	
Date:	