

# 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](#) 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:
<p><b><u>Pre COVID-19 – September 2019 – February 2020</u></b></p> <ul style="list-style-type: none"> <li>• Continuation of lunchtime and after school clubs with WBA Foundation (Middle School 76% and Upper School 86% - lunchtime clubs).</li> <li>• Training of two members of staff in Rebound Therapy to reintroduce back into school (February 2020).</li> <li>• Mainstream Awards being introduced in our Elite Swimming Group who attended lessons at Langley Baths.</li> <li>• Improved PE sessions at Portway Leisure Centre – increased resources and astute trainers to include all children who attend.</li> <li>• Continuation of rock climbing, dance troupe and adventurous play at Sycamore Centre.</li> <li>• WBA foundation to take extra PE sessions with able bodied children.</li> </ul>	<p>Rebound sessions to be started in school once social distancing guidance allows it.</p>

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? Resourcing active learning for children in school				Total Carry Over Funding: £9,000
Intent	Implementation		Impact	
<p>To provide a challenging variety of physical challenges to help children develop balance, climbing confidence, upper and lower body strength, core stability, coordination and gross motor skills.</p> <p>Group challenges, imaginative play and competition.</p> <p>Purchasing something that will have an impact on the physicality of many of our children for years to come.</p> <p>Using outdoor space that is not used at present.</p>	<p>A <i>'Trim Trail'</i> to be purchased and installed in the <i>Sensory Garden</i>.</p> <p>I have received three quotes from:</p> <ul style="list-style-type: none"> <li>• <i>Playdale £8,760.20 NET</i></li> <li>• <i>Pentagon-Play £8495.00 NET</i></li> <li>• <i>Playtime/Fawns £8297.10 NET</i></li> </ul>	<p>All quotes have slightly differing equipment but include</p> <ul style="list-style-type: none"> <li>• Saddle nets</li> <li>• Clatter bridge</li> <li>• Balance Weaver</li> <li>• Monkey bars</li> <li>• Walk and stretch posts.</li> <li>• Log traverse</li> <li>• Balance beam</li> </ul> <p>All quotes include rubber grass grow through matting.</p> <p>Will also reinstall 'climbing wall' which was in the quad (only one of these quotes includes that at moment)</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Trim Trails are guaranteed for 20+ years.</p>

<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.</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>Swimming/water movement suspended from mid March 2020</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>Swimming/water movement suspended from mid March 2020</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Swimming/water movement suspended from mid March 2020</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Pre COVID-19</p> <ul style="list-style-type: none"> <li>• Additional staffing for Lower school swimmers – a member of staff weekly to be in the water (school pool) to support.</li> <li>• Cover in class for member of staff (qualified swimming teacher) to accompany ‘Elite Swimmers’ to local baths on a weekly basis.</li> </ul> <p>Swimming suspended from mid-March 2020.</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: £		Date Updated:	
<p><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</p>					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 to be involved in physical engaging activities at lunch times. (Suspended in January).	Each suitable class to receive weekly lunchtime session with sports coach from WBA Foundation (utilising outdoor gym area, outdoor pitch or indoor gymnastic equipment).		Part of WBA Foundation package.		
Children to be provided with resources to help with their achievement in motor skills including balance (Scooters, tricycles and bicycles).	Repair of 30 scooters/bikes/trikes to be shared throughout school. Purchase of helmets to be kept in individual classes.		£1000		
Extra WBA foundation PE sessions with professional coach. (Suspended in January)			Part of WBA Foundation package.		
Physical activity to be properly resourced in school – for all children	Two sessions on a Monday and one on a Thursday (3x more than last				

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<p>to include PMLD children who would be receiving Rebound Therapy, yoga and water movement in normal times.</p> <p>Resourcing classroom movement for PMLD children in the absence of yoga/rebound/water movement.</p> <p>Supplying resources to be used outdoors - activities to improve coordination and balance for children attending school.</p> <p>PE to be delivered to children at home during lockdown(s)</p>	<p>year).</p> <p>Purchased Pod swing chairs suspended from support frames.</p> <p>Illuminated glow roller shakers.</p> <p>4 x Balance bicycles Hula hoops, foam javelins, basketball stand, Dodgeball target games. Rolling Ring.</p> <p>Yoga and PE being delivered to children at home through Virtual Learning – with professional yoga teacher/sports coach financed through Sports Premium. Dance warm up every morning.</p>	<p>£215.94</p> <p>£129.95</p> <p>£319.64 £110.00</p> <p>£105.00</p> <p>Yoga £50 a session WBA part of package.</p>		
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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:
				%
<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:



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:
Training of staff in school to deliver different facets of PE in school.				
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: As our usual range of physical activities cannot take place at the moment (trips out to rock climbing at Malthouse, Sycamore Centre, Portway Centre sessions, Langley Baths elite swimming group, WBA competitive fun days or professionals in school yoga, dance, WBA foundation) – we are looking at ways to reach the children at home through virtual home learning	So far, we have lined up yoga sessions and bespoke PE sessions delivered through WBA foundation.	Yoga £50 a week starting week of 18 <sup>th</sup> Jan 2021. WBA covered by	Yoga – parents working with their children through live instruction online through school website. WBA – live PE sessions seeing our	

		package.	children exercising at home – also will be making pre-recorded sessions to show during the school week.	
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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:
Tentative plans for 'Orchard School Aquatics Day'	If possible other schools to send competitors to Aquatics Sports day with gymnastics led by WBA, swimming competitions, and art activities			

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