

# 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](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 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>Adapted existing clubs to increase the number of children in total and the number of pupil premium children taking part each term</li> <li>DSSN sports event competitions embedded as part of the year. The provision of transport to events has ensured the inclusiveness of the opportunities for all. We were the Winner of the Year 1 competition in Berkhamsted</li> <li>Forest school introduced to EYFS</li> <li>Increased confidence of sports TA to support PE teaching in the infants</li> <li>Swimming assistant CPD attended by sports TA</li> </ul>	<ul style="list-style-type: none"> <li>Offer a free multi sports club for all children following lockdown to encourage children back into sport</li> <li>Increase opportunities for competitive sport at KS2</li> <li>Purchase small equipment to increase the variety of sports on offer and the activities on offer for sports day and lunch time activity.</li> <li>Increase the physical learning opportunities for the EYFS               <ul style="list-style-type: none"> <li>-through access to forest school.</li> <li>-through the redesign of the outdoor area for our EYFS children - to provide increased physical learning activities during class time and lunchtime.</li> </ul> </li> <li>Increase the confidence of the sports TA to support teaching in the juniors</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: £8,586</b>	<b>Date Updated: 03.11.20</b>	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			<b>Total Carry Over Funding:</b> £8,586
Intent	Implementation	Impact	
All EYFS pupils are engaged and challenged physically in outdoor - adult led and independent activity both during class time and during lunch time.	<p>Remove the shed and concrete surface from within the Reception class play space to give the children access to a larger outdoor space for their physical development.</p> <p>Employ the services of wildwood uk to design a space to include</p> <ul style="list-style-type: none"> <li>- Extension of existing climbing to provide natural climbing with significantly more challenge than the existing equipment to include rope for the development of upper body strength and climbing over, under and through structures made from wood.</li> </ul>	<p>Shed removed for free.</p> <p>Cost of concrete removal met from school maintenance budget</p> <p>Carry over funding allocated: £8,586</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>The physical activity of the Reception children has increased. Children are using the equipment at 9 a.m. The children are now climbing which they did not have the opportunity to do before. The activity provided now has challenge – the rope and the den both allow for climbing at higher levels requiring arm strength, balance and co-ordination.</p>

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.	80%
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?	Yes/ <b>No</b>



## 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: £17,000	Date Updated: 16.11.20	
<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:
				%
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 EYFS pupils are engaged and challenged physically in adult led and independent activity outdoors both during class time and during lunch time.	<ul style="list-style-type: none"> <li>- Add to the large physical equipment for gross motor development with sections for going under and crawling through, balancing along</li> <li>- Add opportunities for smaller physical development movements (den structure with supple sticks for children to weave And water for smaller physical play including pouring, scooping, filling)</li> </ul>	£7,000	<p>The children can now balance along the top of the den.</p> <p>The children can now create their own den structure.</p> <p>The children can now balance to pour water into the natural pond</p>	Continue to develop the outdoor space for other year groups for challenge
	<ul style="list-style-type: none"> <li>- Forest school provision from Easter 2021 until Summer 2021 (1 term)</li> </ul>	£500	The children are now spending more time outside including one whole afternoon per week in the woods.	Continue to invest in the training and development of the forest school leader

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	
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>Embed physical activity into the school day through active break and lunchtimes.</p> <p>Raise the profile of achievement in sport as being as important as achievement in other areas of the curriculum</p>	<p>Purchase new equipment to add variety to the equipment provided in the playground</p> <p>Purchase gardening club resources to encourage children to be physically active during lunchtimes.</p> <p>End of year awards ceremony to celebrate achievement and effort in sport (In addition to the House cup, 4 cups for effort and achievement)</p>	<p>£500</p> <p>Cost of cups met through parents association</p>	<p>Large stacking cups used to continue competition in school (continuing from Dacorum competitive events)</p> <p>The infant class has their own outdoor sand, water and small world play – taking their learning outside.</p>	<p>Gardening club resources to be purchased.</p>

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:
Provide the sports TA with the professional development opportunities to help them teach P.E in the junior classes.	Employ the sports TA for 2 afternoons each week to work alongside a sports specialist.	£5,888.75	The sports TA has taught classes 1 and 2 alongside the P.E. professional. The sports TA has also taught Class 4 alongside the PE professional. The sports TA provided online physical education learning during lockdown – for all classes.	The sports TA gains a recognised qualification – TA level 3 with a P.E. focus
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: Provide an after school activity for our class bubbles in order to get the children back into taking part in sports activities after school.	Start a multi sports club for classes 2, 3 and 4. In the autumn term this club will be free to all children as a way to encourage the children back into after school sport. In the spring term invite all pupil premium children to have the first opportunity to join the club and at no cost to the families.	£1,050	The multi sports club has continued through the Spring and Summer terms for classes 2, 3, 4. Pupil premium children were all offered the club at no cost. 59 children (66%) of children in classes 2, 3 and 4 have attended a club this year. 8 pupil premium children have attended a club (100%)	Question the children on the clubs they would like to see from September in order to continue to develop the number of children participating.



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:
Continue to increase pupils' participation in competition	Join DSSN  Increase the offer of sports day to host a sports week. Organise class competitions over the week introducing the children to new sports.	Cost of DSSN membership £540	Through DSSN we have a mini Olympics day in the summer term for KS1 and KS2 Through DSSN we have a festival of rugby day in the summer term for classes 3 and 4	Continue to invest in DSSN and arrange the tournaments a term ahead to ensure the maximum number of children at KS2 get to take part.

Signed off by	
Head Teacher:	Sally Roycroft
Date:	12.01.21
Subject Leader:	Sally Roycroft
Date:	12.01.21
Governor:	J Arthur
Date:	28.04.21