

# 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:
	Increase participation of less active children and develop confidence in less able.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?no

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> <b>19/3/21</b>	
What Key indicator(s) are you going to focus on? <b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</b>				<b>Total Carry Over Funding:</b> £6500
<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?:
Encourage pupils to be more physically active and resilient to challenges confidently.	Purchase physically challenging activity trails for all ages	TBC	Children will have improved upper body and leg strength. Increase in confidence to take measured risks and resilience to complete challenges.	

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 2021.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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: 2020/21</b>		<b>Total fund allocated: £16,800</b>		<b>Date Updated: March 2021</b>	
<b>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</b>					Percentage of total allocation:
					30 %
<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:
Ensure all children receive 2 hours of high quality, engaging and challenging PE lessons per week.  Ensure all children are challenged to be physically active during play and lunch times.  Ensure children are encouraged to be active in their lessons.	Employ highly trained and qualified coaches into school to work with all classes in a variety of sports throughout the year. – Hawkes  Purchase playtime equipment per class to encourage a range of activities – sensory balls, skipping ropes, swing, ball, dance ribbons etc  CO to deliver staff CPD on active maths/literacy.		£5000	Are children exceeding current government guidelines to undertake 30mins of physical activity?	Ensure visit Nawton more regularly to take advantage of trim trail and physical equipment and receive high quality coaching from Ryedale
<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:
					25%
<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:
<p>Children take pride in sport and are keen to take part in physical activity.</p> <p>Children understand the connection between resilience in sport as a valuable life skill.</p> <p>Children display good sportsmanship when taking part in sports.</p> <p>Staff model high standards and enthusiasm for sport.</p> <p>Children able to self assess and monitor their performance.</p>	<p>Purchase resources for inspiring displays in hall. This Girl can promotion v this pupil can (idea).</p> <p>Promote achievements through Friday Flyer and on class dojo.</p> <p>Purchase staff PE uniform.</p> <p>Purchase ipads for use children's use outdoors to video their performances and critique. Also to take photographs at competitions to promote and celebrate achievements</p>	<p>£500</p> <p>£5000</p>	<p>Children shake hands with referee/umpire and opposing teams at competitions. Observations show that teachers ensure School SPIRIT values are reinforced through sporting values. Children reminded to be respectful, tolerant, resilient and to persevere – showing good sportsmanship</p> <p>Children are enthusiastic about PE lessons, sporting competitions.</p> <p>Staff model taking pride in sport and demonstrate positive attitudes.</p>	<p>Children use ipads to critique performance and self evaluate.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
Staff have knowledge and dexterity to teach a wide range of skills in PE.	Purchase complete PE renewal	£150	Observations show high quality lessons are taught. Children report enthusiasm and make good progress.  Staff surveyed and report feeling valued and an increase in confidence to teach PE and sport.	Staff to complete afpe 5/6 award
Staff feel confident and model high expectations and standards.	Purchase Staff PE kit.	£200		
	RD to obtain level 5/6 afpe award	£1300 (deferred not spent)		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
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:	Dance sessions	£495	Increased participation at after school clubs.  Greater level of involvement and achievement in less active children.	Increase range of activities offered.
Children experience a wider range of activities from EYFS-y6	Children take part in circus skills workshop	£340		
	Yoga lessons to resume 21/22			
	Hawkes to offer a wider range of activities during after school clubs – athletics – Olympic style.	£660		



	Purchase a wide range of equipment for PE	£2000	EYFS children enjoying taking part in basketball, using balance beams, stilts, dance ribbons. – photos on class dojo.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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 year groups take part in competitive sport.	Sign up to SSGO competitions at Ryedale school/LLS  Provide transport and supply cover to enable children to take part		All children in Yrs 1-6 able to take part in virtual inter school competitive sport.  Virtual challenges promoted during lockdown – photographs/videos on class dojo.	Encourage more children to take part. Offer supply/transport to facilitate access. Engagement with SGO and school games website to encourage participation.

Signed off by	
Head Teacher:	
Date:	27/5/21
Subject Leader:	C. Owuor
Date:	
Governor:	
Date:	