



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Created by





Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>All staff developed PE teaching skills though 1-1 support of a specialist PE teacher</li> <li>Children in Year 2, 3, 4, 5 and 6 accessed inter-school competitions and events prior to school's closing in March</li> <li>Children in the school's Football team benefited from local tournaments</li> <li>Playleaders contributed to the increased physical activity of younger children in the school</li> <li>Resources for PE were successfully deployed during school closures to sustain physical activities for children</li> </ul>	<ul style="list-style-type: none"> <li>Continue to improve physical activity and engagement at playtimes as some children, especially older children, do not engage with highly active play</li> <li>Continue to improve the quality of PE teaching in a broader range of areas</li> <li>Improving the performance of school teams in order to motivate others to take part</li> <li>Develop the range of sports undertaken competitively beyond football, including raising the profile of disability sport</li> <li></li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	Swimming did not take place in the 2019/20 school year due to Covid closures. No available data
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	Swimming did not take place in the 2019/20 school year due to Covid closures. No available data
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	No available data
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 students today and for the future.

Academic Year: 2020/21		Total fund allocated: £18,680 including carry forward of £1,860 from previous year		Date Updated: 5th July 2021	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				25%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"><li>Increasing the amount of physical activity at break and lunchtime – supporting more children to reach the recommended 30 minutes daily – with a particular focus on older pupils</li></ul>	<ul style="list-style-type: none"><li>Provide equipment to support more physical play at break and lunchtimes</li><li>Provide training for Play Leaders in school to increase the amount of physical activity</li><li>Provide team building activities to improve the way in which children play together</li><li>Provide training to midday staff</li></ul>	£280	There are good levels of physical activity at breaktime and lunchtime. Very few children are inactive.	Continued access to The Butts for playtimes keeps levels of activity high, with access to the play equipment provided by the Parish Council.	
		£160	Due to the continued presence of ‘bubbles’ in the school community play leader training has not taken place this year.	Play Leader training is booked for Autumn 2021.	
		£280			
		£200	Instead some of this money was used to support Year 5/6 children access an outdoor and adventurous activity day where team build was part of the learning taking place.	We anticipate the bubble system to be removed in September 2021 which would allow greater use of small play equipment.	
<ul style="list-style-type: none"><li>Improve the emotional wellbeing of pupils so that they are more ready to take part in physical activity</li></ul>	<ul style="list-style-type: none"><li>Provide 1-1 therapy for specific pupils who are unable to access education and sport due to poor mental health</li></ul>	£3,510	6 children in the school have accessed 1-1 therapy, with a further 8 children accessing group sessions designed to build self-esteem and confidence. Most of these children have seen improvements to their emotional well being showing a greater willingness to engage with education and sport.	This project will discontinue in Autumn 2021. We feel that it has high cost and children’s needs may be more efficiently met by the use of a trained mental health first aider in school next year.	
<ul style="list-style-type: none"><li>Improve the engagement in physical activity during the</li></ul>	<ul style="list-style-type: none"><li>Provide staff and families access to 5-a-day fitness</li></ul>	£280	5-a-day fitness has been provided for families in the school. In	This will continue as part of the package from the Sports	



school day			particular activities from this were accessed during school closures from January 2021 to March 2021.	Partnership.
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				4%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Expose children to a broad range of sports and opportunities</li> <li>See also Key Indicators 3, 4 &amp; 5</li> </ul>	<ul style="list-style-type: none"> <li>Provide access to disability sports workshop to motivate all pupils in a different range of sports.</li> <li>Sports Roadshow</li> </ul>	£300  £400	This has not been able to take place due to restrictions in place in schools.	School leadership next year should consider whether this is something to repeat for 2021/22.
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				31%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Improve the quality of PE teaching in the school so that more children have the opportunity to take part in high quality PE and sport. This is a particular focus for new teachers and teachers new to year group</li> </ul>	<ul style="list-style-type: none"> <li>Support of Primary PE Specialist weekly working with two classes each half-term to develop teaching practice of staff</li> </ul>	£5,890	A Primary PE specialist has been working in school one half-day per week whilst school has been open. They have supported the development of the PE curriculum while schools were closed.  Their input has helped to develop confidence in teaching PE in early career teachers.	This will not continue next year. Some of this funding can be used to access courses and training for staff, but it is felt that this high level of support can lead to a dependency on it.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				34%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Ensure the PE curriculum covers a broad range of sports across all year groups so that children experience more sports than currently</li> </ul>	<ul style="list-style-type: none"> <li>Review curriculum to provide balance across year groups</li> <li>Provide balanceability to Year R pupils during the school year</li> <li>Provide Yoga to a small group of children</li> </ul>	<p>£250</p> <p>£250</p> <p>£220</p>	<p>The Sports Partnership teacher has reviewed the curriculum in conjunction with the PE Leader in school.</p> <p>Balanceability was delivered you Reception in the late Spring Term</p> <p>Covid restrictions have meant that it was not possible to run Yoga as an activities for a small group. However, it was delivered to Class 4 during the Autumn Term 2020. Some children received additional support to access this.</p>	<p>The curriculum should now be better aligned to the school's needs. Balanceability will be repeated next year for the new Reception children.</p>
<ul style="list-style-type: none"> <li>Develop before, lunch and after-school sport clubs to provide</li> </ul>	<ul style="list-style-type: none"> <li>Provide summer term clubs and activities across the week for a range of sports outside of football.</li> </ul>	<p>£5,680</p>	<p>A range of 5 morning and 4 after-school clubs took place in Summer 1 and Summer 2. These were restricted to individual bubbles, but in Summer 1, 96 spaces were filled and in Summer 2, 95 spaces were filled. After-school clubs were more popular with an average attendance of 13 children; morning clubs had an average attendance of 9 children.</p> <p>Class 4: 15/28... Class 3: 24/31... Class 1/2: 41/49... children in the class attended at least one club.</p> <p>Lunchtime clubs have also been</p>	<p>After-school activities have proved more popular than before-school ones. A range of paid provision could be put into place for Autumn 2021.</p> <p>The school has appointed a new midday supervisor with the capacity to provide activities to groups for children at lunchtime and lead the team of playleaders.</p>



			offered offering sessions to each bubble on a rota everyday from 12.00-12.30 and 12.30-12.55. These have proved popular with on average about 60% of children attending.	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				10%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Increase the number of children taking part in competitive sporting activities, particularly girls.</li> </ul>	<ul style="list-style-type: none"> <li>Use the Sports Partnership programme of competitions opportunities for competitive sport</li> <li>Maintain the school minibus so that more children can get easy access to competitions</li> </ul>	<p>£900</p> <p>£1,000</p>	<p>There have been no competitions this year due to Covid restrictions.</p> <p>The minibus has been maintained but not used.</p>	<p>We shall make use of the competition timetable next year when restrictions are relaxed. The minibus can then be used for some of these.</p>
Contingency				