

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 **31st 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](#).

Created by:



Supported by:



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"> • Gold Sports Mark for 19/20 • Increase in the number of sporting activities in school for after school – cricket, basketball, boxing • High participation both in extra-curricular clubs – many clubs are oversubscribed (football, netball, badminton, multi-skills, basketball) • inter-school sports competition pre-lockdown - football, athletics, handball, netball, SEND, basketball • Sport assistant working in EYFS to support staff with Physical Development sessions • Gymnastics teacher supporting physical development in EYFS and KS1 – pupils make accelerated progress in EYFS for PD and in KS1 for PE • Gymnastics is taught once per half term by a specialist for KS2 – all pupils make good or better progress • Sports leaders in the playground from Y4 and Y5 – sports leaders are taught a variety of games in which pupils participate • Beckton Gym sessions for SEND pupils • Swimming sessions for SEND pupils • Let's Get Moving weekly sessions for SEND pupils <p><u>Covid-19</u></p> <ul style="list-style-type: none"> • Dance competition online – linked to Carnival • Online physical activity engagement during lockdown – signposting to different websites 	<ul style="list-style-type: none"> • Develop our new student leaders in sports delivery • Develop opportunities for those marginalised in sport to engage in different sports outside of the traditional sports – e.g. badminton, parkour, climbing • Support young people's mental health and physical wellbeing through PESSPA provisions • Develop virtual competition/ engagement programme to increase overall physical activity for those pupils that are self-isolating • Increase baseline physical testing results post lockdown through spring and summer terms. • Additional 10 minutes a day physical activity for each year group

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Created by:



Supported by:



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.

Academic Year: September 2020 to March 2021	Total fund carried over: £4000	Date Updated: 01/12/2020		
What Key indicator(s) are you going to focus on? Increased participation in competitive sport				Total Carry Over Funding: £4,000
Intent	Implementation		Impact	
Enable our pupils to participate in competitive PESSPA through sports technology	Invest in electronic dance mats that can be used to host in house dance competitions across bubbles without mixing. This will also be used as rewards for attendance and behaviour	£4,000	Children's overall opportunity to participate in competitive opportunity as a whole has gone down drastically, these resources will allow for consistent engagement as a school in PESSPA competition.	Resources will last for approximately 10 years, allowing for engagement of those pupils who do not traditionally access inter-school competition
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.			Could not take place due to Covid school closures	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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.			Could not take place due to Covid school closures	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?			Could not take place due to Covid school closures	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?			Could not take place due to Covid school closures	
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?			Could not take place due to Covid school closures	

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: £19,530		Date Updated: 02/12/2020	
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					Percentage of total allocation: 35%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> Support provision in the playground during lunch increasing opportunities to take part in physical activity and sport 		<ul style="list-style-type: none"> Recruitment of specialist coaches for lunch break activity delivery. Sports coach will support two bubbles. 		£6,830 <ul style="list-style-type: none"> Pupils enjoy physical activity; have increased range of activities to play with adult support and independently. Pupils are physically active and have improved results on baseline physical activity tests. 	
Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 27%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	

<ul style="list-style-type: none"> • Provide participation opportunities through safe COVID secure extracurricular physical activity and sports • Increase formalised sport leadership for pupils to lead peer to peer activities and foster future leaders in PESSPA 	<ul style="list-style-type: none"> • Delivery of an inclusive programme of extra-curricular provisions, that focuses around bubble isolation and engagement. • Recruit support staff and specialist coaches to run a bubble club afterschool each day of the week. • Deliver Sports Leaders UK student leadership courses for KS2 pupils. • Deliver First Aid young people's course through British Red Cross. • Purchase student leadership uniform, and rewards system to promote PESSPA student leadership 	<ul style="list-style-type: none"> • £4,100 • £1,200 	<ul style="list-style-type: none"> • Support our pupils' wellbeing development. • At least one club per Bubble • School achieves Healthy Schools Gold award • Achievement of Healthy Schools status • Student presence during lunch break activity delivery. • Visible presence through sports leadership clothing. • Confident leaders who can engage in all aspects of sports including guiding the injured or calling for assistance when necessary. 	<ul style="list-style-type: none"> • Reduce costs by using support and teaching staff to deliver afterschool clubs exclusively • Provide training support for our staff to improve confidence in delivery and overall experience for our pupils. • Ensuring a significant portion of KS2 pupils get training, allows for continuation over a period of at least 2 academic years
---	--	--	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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:
<ul style="list-style-type: none"> Scheme of Work to support delivery of curricular and extra-curricular provisions, Healthy School, Day Break exercise session and lunch play activities. Provide consistent curriculum support & access to KHPS staff CPD 	<ul style="list-style-type: none"> Sign up to the invested package - GetSet4PE Sign up support and teaching staff to access to provisions Sign up to Newham Sports Partnership CPD programme 	<ul style="list-style-type: none"> £2,200 	<ul style="list-style-type: none"> Raised attainment More confident teachers Extra-curricular clubs are more inclusive and of a higher standard Staff attend CPD programme Teachers supported via team teaching 	<ul style="list-style-type: none"> Sign up to the invested package Termly observations to arrange support plans for staff if needs be Train and support PE lead to deliver CPD for the long term.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%
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: <ul style="list-style-type: none"> Introduce alternative sports to encourage pupils who do not engage in traditional individual and team sports. 	<ul style="list-style-type: none"> Recruit coaches for parkour and dance to support opportunities for pupils who are often left out in traditional sports and physical activity. 	<ul style="list-style-type: none"> £1,200 	<ul style="list-style-type: none"> Good take up of places in the setup of new clubs. Pupils who do not readily take part in sports provision now engaging in sport and physical activity outside of PE. 	<ul style="list-style-type: none"> Train internal staff to deliver and maintain club and provisions of alternative sports and physical activity.

			<ul style="list-style-type: none"> Pupils mental health has an additional 'buffer' to support against any potential crises they may go through. 	<ul style="list-style-type: none"> Engagement of HeadStart and BounceBack into physical activity provisions.
Key indicator 5: Increased participation in competitive 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:
<ul style="list-style-type: none"> Access to external virtual competitions programme, and when possible physical competition. Development of bubble competition to continue to enhance competitive spirit in the school 	<ul style="list-style-type: none"> Sign up to Newham Sports Partnership for virtual and physical competition where appropriate. Purchase resources to support internal bubble competition. 	<ul style="list-style-type: none"> 4,000 	<ul style="list-style-type: none"> Engaged in competitive opportunities internally or externally, either physical or virtual. 	<ul style="list-style-type: none"> Continue to use resources for the delivery of future in house competitions. Train student leaders to deliver in-house competitions.

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

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Mansfield Metropolitan Borough Council