

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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>● Offering one PE lesson, from a broad and varied curriculum, to all pupils from FS1 to Year 6 each week.</li> <li>● Offering one Enrichment lesson, per week offering support to encourage positive mental health and wellbeing activities delivered by a specialist coach each week.</li> <li>● Through lockdown Easington explored opportunities to provide an extra-curricular programme to its pupils and encourage children to be active through activities such as yoga.</li> <li>● It was planned to continue offering our free programme of swimming to all pupils in KS2 were planned.</li> <li>● Bike ability for Year 5 and Year 6 pupils was planned for Summer 2.</li> <li>● PE Equipment to offer a broad and balanced PE curriculum.</li> <li>● Daily mile takes place for children in KS1 and KS2.</li> <li>● The upkeep of an academy mini bus to take children to different places for physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>● All staff need to continue to access quality CPD from specialist coaches.</li> <li>● Continue to increase children’s physical activity during a school day by identifying fun and engaging activities. These activities will then be embedded daily into a school day.</li> <li>● To promote the development of Early Years skills such as balancing and coordination.</li> <li>● To purchase new resources to offer a more active break time for KS1 and KS2.</li> <li>● To work alongside specialists to produce a scheme of learning that covers all curriculum objectives and shows progression.</li> <li>● Encourage more children to participate in inter school competitions by signing up to the LA sports provision.</li> <li>● To subsidise the use of the mini bus to allow travel to inter school competitions.</li> </ul>

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

**Total amount carried forward from 2019/2020      £10,590**

**+ Total amount for this academic year 2020/2021 £16,260**

**= Total to be spent by 31st July 2021                      £26,859**

<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 which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></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>Please see note above.</p>	66%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	66%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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>	YES - cancelled due to covid

## 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:		
<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:	
			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:
To ensure all children in KS1 and KS2 are accessing a range of sporting activities outside of PE lessons.	Extra-curricular activities free for all children delivered by external coaches.	£1,140	Activities suspended in part due to Covid19.	To continue with the provision ensuring that we use Pupil voice and the School council to canvas the children as to what activities they want delivered to encourage more participation.
To encourage activities to promote children's mental health and wellbeing.	KS1 and KS2 activity delivered by external coach.	£1,620	Summer Term - supported the children, giving them a well balanced and positive return to school.	To continue supporting the children with their social and emotional needs.
To engage less active pupils - to use their own environment for physical activity such as walking.	KS1 and KS2 planned several visits to walk around Spurn Point. Use of minibus.	Costs cancelled	Planned activities cancelled due to covid.	To continue with these activities through the new academic year.
To offer all children across the school external organised physical activity eg swimming, bikeability, road safety.	Lessons booked Spring and Summer.		“	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				24%
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"> <li>PE lead to share resources and assessment strategies through CPD</li> </ul>	<ul style="list-style-type: none"> <li>To attend hub meetings.</li> </ul>	Cost included below	?	Continue to work with PE hub and GJ.
<ul style="list-style-type: none"> <li>Purchase equipment for use at break time</li> </ul>	<ul style="list-style-type: none"> <li>A range of equipment purchased</li> </ul>	£1518	Improve resources for a more active breaktime (inc table tennis tables)	Ensure MSA staff have training to encourage participation and correct use of equipment.
<ul style="list-style-type: none"> <li>Purchasing equipment for EYFS / KS1</li> </ul>	<ul style="list-style-type: none"> <li>equipment to develop gross motor skills purchased.</li> </ul>	£4795	Children engaged in physical activity whilst encouraging wider curricular development. Children talking about the activities and creating their own games.	Staff to assess motor skills and encourage children to challenge and use different resources for progression.
<ul style="list-style-type: none"> <li>Subscription to Heartsmart</li> </ul>	<ul style="list-style-type: none"> <li>HeartSmart is a creative new approach to help school encourage children to build character, emotional health and resilience.</li> </ul>	£195	?	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
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				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:
<ul style="list-style-type: none"> <li>To engage with the EBOR sports lead.</li> </ul>	<ul style="list-style-type: none"> <li>To provide CPD and collaborative leadership opportunities for the PE leader to enhance extracurricular and in-house sport and competition.</li> <li>Access to planning and training through the provision of a new PE curriculum.</li> </ul>	£500	<ul style="list-style-type: none"> <li>A broader range of opportunities for different sports.</li> <li>Enhanced provision</li> </ul>	<ul style="list-style-type: none"> <li>Continue to liaise with the academy specialist to ensure consistency across the school.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				0%
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>Additional achievements:</p> <p>To improve the equipment for children to use at lunchtime and after schools clubs.</p>	<ul style="list-style-type: none"> <li>to purchase a range of equipment to ensure all children have what they need for lunchtime and after schools club.</li> </ul>	<p>Costs included above</p>	<p>Items purchased included tennis tables.</p>	<ul style="list-style-type: none"> <li>Continue to explore a range of sports and encourage children to take part in clubs outside of school by providing links and information.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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"> <li>Cost of minibus to take the children to different schools for sporting events..</li> </ul>	<ul style="list-style-type: none"> <li>Events organised Summer term</li> </ul>	£0	Events cancelled due to Government Advice	Cost of minibus - expensive to maintain.

Signed off by	
Head Teacher:	Emma Leighton
Date:	July 2021
Subject Leader:	
Date:	
Governor:	
Date:	