

# 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:
<p>Establishment of a new, inclusive PE curriculum at All Saints. This curriculum features a comprehensive skills progression across all year groups, as required by the National Curriculum.</p> <p>The foundation of a school-wide assessment policy for both games and Real PE.</p> <p>The widening of the games curriculum to include sports such as tennis and rugby which were previously not taught as part of the curriculum.</p> <p>Real PE has become embedded in the curriculum and teachers proficiency with the teaching of it has progressed well.</p> <p>Provision of an accessible PE timetable during home schooling; one which took account of varying abilities, resources and equipment.</p> <p>The establishment of safe procedures regarding PE once pupils returned to school.</p>	<p>An increase in enthusiasm for sport and PE at All Saints', particularly with regard to participation in HSA (Harwich Sports Association) organised events.</p> <p>Further upgrade to equipment.</p> <p>Upskilling of staff skills in coaching of games.</p> <p>Creation of an outdoor 'gym.'</p> <p>Development of extra-curricular activities for pupils</p>

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

YES/NO \* Delete as applicable

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: £17,000</b>	<b>Date Updated: Dec 2020</b>
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<p>What Key indicator(s) are you going to focus on?</p> <p><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</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p><b>Total Carry Over Funding:</b></p> <p>£17,000</p>
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<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To provide additional exercise opportunities for all pupils during break time, lunch time and PE sessions.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Outdoor exercise equipment installed, including:</p> <ul style="list-style-type: none"> <li>• Children’s double cross country skier</li> <li>• Children’s rider</li> <li>• Children’s seated leg press</li> <li>• Children’s arm and pedal bike</li> <li>• Children’s cardio combi</li> </ul>	<p>Carry over funding allocated:</p> <p>£15,835</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> <ul style="list-style-type: none"> <li>➤ Survey – Additional exercise in school apart from PE.</li> <li>➤ Pupil voice – Children are more engaged and enthused with equipment provided at lunch time.</li> <li>➤ Despite COVID and bubbles, our Head boy and Head girl were able to introduce the equipment to the whole school through a recording. This meant children were able to begin using the equipment and ensured the equipment was used safely.</li> <li>➤ PE with Joe Wicks was set as part of our Remote Learning to ensure that children were getting timetabled daily activity, despite being in a national lockdown. This was</li> </ul>
			<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <ul style="list-style-type: none"> <li>➤ Children will continue to have access to the outdoor gym equipment during break time and lunch time.</li> <li>➤ Children to raise the profile of the outdoor gym and ensure the equipment is used correctly</li> </ul>

<p>To provide an outdoor learning offer, including forest schools.</p>	<p>A fire pit and seating area to be installed.</p>	<p>£1,165</p>	<p>also implemented with our Key Worker and Vulnerable pupils in school.</p> <ul style="list-style-type: none"> <li>➤ Because of COVID, we were unable to start using the fire pit. All children were introduced to the fire pit and this created a feeling of enthusiasm and curiosity about how it will be used in the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All staff members to be trained how to use the fire pit.</li> <li>➤ Risk assessment to be written and shared with all staff.</li> <li>➤ Fire box to be resourced and accessible to be used.</li> <li>➤ Staff member to be trained in Forest Schools</li> <li>➤ Fire pit to be used as part of the curriculum.</li> </ul>
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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.	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	44%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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/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.

Academic Year: 2020/21		Total fund allocated: £17,679		Date Updated: Dec 2020	
<p><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</p>					<p>Percentage of total allocation: 25%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>To provide additional extra-curricular activities during lunch time and after school.</p>	<p>Employment of a qualified sports coach.</p>		<p>£9849</p>	<p>Percentage of children accessing these activities at lunchtime and perception and positive attitudes towards these activities.</p>	
<p>To get pupils walking to and from school.</p>	<p>To register an interest in being part of the Street Tag App competition.</p>		<p>None</p>	<p>Registered with Travel Tracker with reports showing 77% of journeys made are active.</p>	
<p>For our pupils to know how to stay safe in water whilst living in a coastal town.</p>	<p>Additional swimming lessons for all KS2 pupils.</p>		<p>£1080</p>	<p>Year 6 had additional swimming lessons, ensuring 89% of the cohort could swim 25 metres.</p>	
	<p>Year 6 to attend Swim Safe</p>		<p>None</p>	<p>85% attended Swim Safe and learnt lifesaving skills.</p>	
				<p>The range of lunchtime and afterschool activities to continue to be developed. Feedback from pupils to help inform these decisions.</p>	
				<p>Engagement rate to increase from 44% with all classes recording journey made.</p>	
				<p>Additional swimming lessons to be provided for KS2 pupils.</p>	
				<p>Attend Swim Safe again in Summer 2022. Increase attendance of Year 6 pupils and increase % of pupils able to swim 25 metres so more are able to access Swim Safe.</p>	

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To provide regular opportunities at lunch time for adult led active clubs.	Skills sets are sought from support staff and clubs are timetabled into their lunch time duty.	None	Initially, nine different lunchtime clubs were available for pupils in KS1 and KS2 and these were attended by 66% of pupils.	Due to difficulties resulting from COVID-19 and staff absence, lunch time clubs were inconsistent. Employ additional MDAs to support in the running of these clubs.
<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: 9%
<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?:
To increase the number of children who can access floor based training.	To purchase 16 additional mats and two trolleys	£1500	Due to COVID-19, PE lessons have been taking place outdoors. This means that the activities planned have not yet been started.	Additional mats to be purchased. Activities and clubs to start taking place indoors from Autumn 2021. Additional training to be provided to sports coach on delivering these activities.
To have the equipment available to offer specialist clubs e.g. Judo				
To support well-being by being able to introduce yoga type activities across the school.	To train UKS2 volunteers in how to be a Play Leader. To purchase resources to support the above initiative.	£100	Due to COVID-19 and being unable to mix bubbles, new Play Leader training has not taken place. Current Play Leaders have now left the school.	Deliver training to UKS2 in how to be a Play Leader. Seek pupil views on what resources will support this initiative.
To encourage UKS2 pupils to support the rest of the school becoming more active at playtimes and lunchtimes.				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
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 support new staff in their delivery of PE.	NQT booked on training courses.	£615	Due to COVID-19, face-to-face training did not take place.	Training to take place in academic year 2021/22.
To develop the skill set of class teachers in delivering the PE curriculum.	Sports coach to deliver CPD to all teaching staff.	See above	Due to limiting the amount of mixing between staff, Sports Coach did not deliver CPD to all teaching staff.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				44%
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: To extend the range of sports that we can offer as a school to all pupils.	Employment of a qualified sports coach who will run a range of lunchtime and after school clubs.	See Above	After school sports clubs started to run in the summer term. Due to the restriction of bubbles, only one year group per club could attend. 35% of pupils participated in these clubs.	Develop the range of clubs provided during lunchtime and after school. In autumn 2021, begin mixing year groups. Increase the number of pupils participating in these clubs.
To offer pupils more experience in outdoor education.	Train a member of staff to become a Forest Schools practitioner.	£850	Due to COVID-19, Forest Schools Training has not taken places. This is scheduled to happen in September 2021.	Forest School Training to take place in autumn 2021. Sessions to then be delivered to all classes in spring/summer 2021.
To provide an outdoor learning offer, including forest schools.	A fire pit and seating area to be installed.  Additional Forest Schools resources as suggested by training provider.	£2035  £1500	The fire pit has been installed and all teaching staff have been trained on how to use the fire pit. More lessons are being taught outdoors.	Outdoor lessons to continue in academic year 2021/22. These to be recorded by staff and monitored by the outdoor learning co-ordinator. Training sessions to be provided by National Trust and support/funding to be provided to develop outdoor area.
To enable more pupils to be actively involved in team games in local area.	Provide transport to and from establishments.	£150	Due to COVID-19 team games in the local area have been postponed.	Transport to be provided for games during academic year 2021/22.

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:
To play an active role in local school sports association.	Continued membership of the HSA.	£70		Continue to liaise closely with other schools and prepare for school competitions when the situation allows for them to start again.
To enter as many school competitions as we can.	Attend meetings and be active participants in cross partnership events.	None	Due to COVID-19 competitions in the local area have been postponed.	

Signed off by	
Head Teacher:	Samantha Moseley
Date:	July 2021
Subject Leader:	Steve Hawthorne
Date:	July 2021
Governor:	Elizabeth Ford
Date:	July 2021