



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by



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

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:
<ul style="list-style-type: none"><li>Sport's Teams had started to be established which had resulted in children participating in competitive team sport.</li><li>Improved capacity in staff trained in PE coaching and teaching, which resulted in confidence in teaching.</li><li>Children had started to play matches against other schools.</li><li>New curriculum developed which will be started in September 2020 (with COVID amendments)</li><li>Increased number of extra-curricular clubs, presently suspended.</li><li>Lunchtime equipment purchased to increase physical activity.</li><li>School has become part of the Sports Network Group.</li><li>Y6 Forest School Days took part as part of transition in lockdown.</li></ul>	<ul style="list-style-type: none"><li>COVID amendments to the curriculum have meant that we have needed to reduce hall time and PE is now happening outside. Due to this further activity needs to happen outside of the timetabled PE through planned active breaks and lunchtimes and physical challenges that enhance the curriculum.</li><li>PE equipment also needs to be purchased to support the new curriculum.</li><li>Set up and facilitate the 1k a day to where all classes in all year groups are taking part.</li><li>Further development of Sport Leaders using the Sport's Coach to develop children's leadership skills in Sport.</li><li>Encourage active travel through competition.</li><li>To run a Sports Award Evening / Assembly to create sporting successes that have happened at Ebor over the last year.</li><li>To use Dylan's wood to promote health, well-being and outdoor learning.</li><li>To support the re-establishment of matches and games between schools.</li></ul>

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

YES/NO \* Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

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>	
What Key indicator(s) are you going to focus on?			<b>Total Carry Over Funding:</b> £0
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	

<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.</p>	<p>Our Y6 children were supposed to be swimming last year. Unfortunately they were stopped due to the lockdown.</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 2020.</p>	35%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	30%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	10%
<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/ <b>No</b>

## Action Plan and Budget Tracking

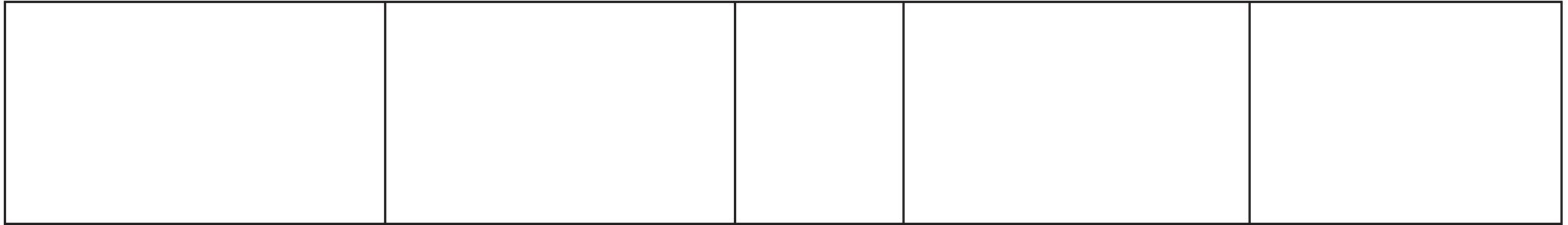
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £19,332	Date Updated: 13 <sup>th</sup> January 2021		
<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: 23%	
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:	
Children are encouraged to participate in 30 minutes of exercise a day.	<p>Planned sport / active games are organised at break times and lunchtimes for all children.</p> <p>An active 1K a day is introduced and classes are timetabled.</p> <p>Heat maps are developed within the school to identify areas that could be made more active, ensuring that there is more than 30 active minutes on offer.</p> <p>Sensory circuits planned to target specific children.</p> <p>Play Leaders trained and active in setting up skills based activities for other children.</p> <p>Development of Foundation Stage</p>	<p>£500 Subscriptions and competitions.</p> <p>£3850 on the development of the EYFS area.</p> <p>£200</p>	<p>Children have a much more positive attitude towards health and wellbeing and they are aware of how important it is.</p> <p>PE and sport delivered more effectively and physical activity is embedded across school.</p> <p>Improvement in attainment, mood, behaviour and general wellbeing.</p> <p>Children access at least 30minutes a day of physical activity.</p> <p>Physical Education Lessons are delivered to a high standard with one hour based on skills and one on practical games / activities to implement skills.</p>	<p>Continue to develop staff CPD</p> <p>Development of virtual extra-curricular sports clubs</p> <p>Restart scheduled SEN and targeted activity sessions.</p> <p>Invite other PE professionals into school to develop access to sport for all.</p>

	outside area to enable children to be more active.		<i>EVIDENCE: Questionnaire, PE timetable, feedback, planning, lunch time provision.</i>	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12%
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:
Children will develop their social skills and learn to take responsibility through developing a Sport's Leader Programme.	Select children to be Sport's leaders. These children will then be trained by the Sport's Coach to lead some of the planned break and lunch time activities.	£50 displays £300 play leaders hats and hoodies £100 awards £1820 - equipment	Children taking ownership of own learning, choosing activities and skills that they want to learn through sport leadership program.  More children are taking part in sport outside of school.  Children understand sport is a diverse environment that includes individuals from different cultural and racial backgrounds.	Start to communicate successes and challenges via social media eg Instagram.  Organise competitions with other schools outside of the partnership to compete in extra-curricular sporting events.  Training and retraining Play Leaders. Encouraging children that have not been in school during lockdown to take part.  Use social media to promote sport in school.
To enable children from disadvantaged backgrounds to have access to sport outside of school.	The school develops networks and finds information that allows them to signpost children to sporting and activities outside of school. Local activities are explored and shared with children and parents.			
Raise profile of PE and Sporting Activity in school. Ensuring it is monitored and celebrated by all. Children need to feel excited about their achievements.	Items on the newsletter relating to celebrating the children's achievement in Sport. Assemblies and certificates awarding children in sport.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 56%
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 teaching staff are confident with the delivery of the PE curriculum. They are clear with the techniques and skills of the sports before teaching them.	The Sport's Coach will work alongside the teachers to deliver lessons.  Teacher knowledge of the PE skills and techniques are developed through specific training sessions with the coaches.  Network meetings are held to develop the skills of the subject co-ordinator by a trained sport leader to develop confidence.	£10712 – Skill development of the teachers.	High quality PE being delivered across the school.  Growth in staff knowledge and confidence.	Increase engagement of staff in PE – including TA's.  Continue the development of extra-curricular sports clubs with teachers leading.  Observations of sports coach to improve staff confidence further/team teach.  Planned activities that develop skills are able to be run by the dinner time staff.
Dinner staff feel confident to deliver the planned activity.	The Sport's Coach models the activity outside on a daily basis.  Junior Jam working with KS2 staff to provide extra activities/ provide support with teaching.	£1232 – Junior Jam working with staff to develop skills. A more varied approach	Junior Jam sessions have provided staff with more ideas and helped them develop their understanding of specific skills and team games.  <i>EVIDENCE: Staff feedback, planning, observations, JJ</i>	Allowing the dinner staff to take time to observe the Sport's Coach to gain confidence.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				9%
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:  Children have the opportunity to participate in different sport and activities without cost. They will learn new sports and core skills.  Outdoor learning is developed for all children., and school becomes more active.  Develop wider opportunities for the children to develop different skills and opportunity to develop new skills and try new sports.  Continue to build links with other school / re-establish links from before lockdown.	After restrictions have been lifted offer an active after school club Monday to Thursday, which broadens the range of sports that the children have access to.  Wild days are developed and the children are all given an opportunity to participate.  Skipping Festival – Make the 100 club  Junior Jam Sessions based on core skills, improving motivation, team work and sportsmanship.  Mixed year group house competitions	£1,504 – Resources to develop other sports and provision.  £300 – play leader programme.  £225 – Skipping equipment purchased for the competition.	Children given the opportunity to try something new and take part in virtual forums and competitions.  Children will have experience in working with new people and have a broader understanding of diversity in sport.  Children have been exposed to new extra-curricular activities, online competition and challenges.  Confidence levels in girls and SEN children have improved.	Continue with CPD.  Use current and new outside links.  Sports leaders to listen to the views of pupils and adjust lunch time / clubs accordingly.  Continue to push virtual competitions across the trust and throughout school.



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:
The children will be able to participate in competitive sports on a regular basis. The competitions will support the children to practise the skills they have developed in the curriculum.	House competitions are developed within school.  Competitive tournaments are developed between partnership schools. (Subject to the COVID restrictions being lifted.)	£0	Children have been exposed to new online competition and challenges.  Walk to school challenge has promoted more walking/cycling to school.  House competitions have improved sporting moral and a healthy competition, whilst allowing the children to work with children from other classes.  Increase in home engagement during the lockdowns.	Enter more competitions once COVID restrictions have been lifted.  Continue to challenge children virtually at home and at school.  Continue to make links with other partnership schools from the BLPP.  Arrange more fixtures across the trust and with schools outside of the trust/
Maintain entry to local competitions / festivals through School Games.	Walk to school challenge – set up different challenges for the children to participate in to increase exercise.			
Focus staff on looking for quality of provision in PE teaching and at sporting events.				
Identify gifted and talented children and signpost them to sporting clubs and talent spotters.	Skipping Festival – a competition that can be participated in at home and school, encouraging activity at home in lockdown.			

Created by:



YOUTH  
SPORT  
TRUST

Supported by:



Signed off by	
Head of School:	Amy Portier
Date:	01/2/21
Subject Leader:	Naomi Pedder
Date:	01/02/21
Governor:	
Date:	