

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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:



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£8000
Total amount allocated for 2020/21	£18000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£12000
Total amount allocated for 2021/22	£18000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£30000

## Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. <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>	
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 2020. Please see note above	34/44 77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	21/44% 46%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	39/44 89%

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?

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:	Date Updated:		
<b>Key indicator 1: The engagement of all 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</b>				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:
Build on the 'play zones' and continue with Fishwick Rangers lunch clubs x 3 weekly. Lunchtime adults to remain engaged and build up their knowledge and expertise as they attend CPD within their classes.	Fishwick Rangers attended whilst school was open to all pupils. Children from Year 3- 6 took part in activities meeting 30 active minutes	£3500	<b>IMPACT: More engaged and active at playtimes, thus improving health, fitness and wellbeing. More enjoyment due to active, motivated pupils with less behavioural incident. Children experiencing a variety of sports through leaders</b>	This is to continue through lunchtimes in the next academic year. As bubbles begin to mix 1 lunchtime to focus on a girls' football club.
Play ground markings to be renewed on both playgrounds, defining zones for different activities at lunchtime	Playground markings have been completed in both playgrounds which has zoned the playground for different activities	£5000	<b>Impact: Better organized team sports through the lunchtime provision which will build on fundamental skills and invasion games activities</b>	Zoned playgrounds to be timetabled next year to engage all children in regular physical activity
<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: %
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:
<b>pupils to develop a desire to care for and respect the natural world. Improve health and wellbeing.</b>	Regular timetabling of the environmental area for all year groups Volunteers for forest school Flowerbeds and upkeep allocated for all classes	£0	Children are much more confident in the outdoor area, Use for OAA activities for team building and cross curricular Gardening skills	To be continued into next academic year and funding allocated
<b>Playground markings will increase the profile of PESSPA so zones are allocated and used with intent</b>	Zones are completed June 2021	£5000(from KI1)	Children using the zone productively during lunchtimes, developing their own invasion games as well as teacher led	Zones continue to be utilised when bubbles mix back together.
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<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?:	Sustainability and suggested next steps:
PE subject leader to attend subject leader training in order to make vision for PE clear. This will then impact on delivery of PE and ability to lead	Course attended March 2021	£400 to cover course and supply	Subject leaders knowledge increased. Confidence in subject leadership.	Subject leader now more equipped to lead others in PE. Continue to keep up to date with developments through CPD and network meetings. Supply budget to be covered

Preston North End to deliver FSM, invasion games and gymnastic activities during PE sessions and ll staff to have at least ½ term CPD.	CPD for staff took place throughout the year except for Spring 1 during lockdown.	£3500	Staff feedback shows increased confidence and subject knowledge following in from CPD sessions. Children exposed to specialist rugby training	PNE partnership renewed for the upcoming year, focus on gymnastics for autumn 1, FSM for Spring and striking/fielding for summer
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<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?:	Sustainability and suggested next steps:
Additional achievements: Use of the PE APP to allow children to be exposed to a range of sports, developing skills.	PE app purchased and followed by staff.	£400	Staff report more confidence in teaching a wider range of sports within their PE lessons, Pupil feedback is positive with new sports (handball, ultimate frisbee)	Purchase app for the next 3 years.
To develop gross motor skills in EYFS	Equipment updated for EYFS	£700	Pupils beginning to use equipment purchased and gross motor skills showing improvement.	Continue to develop skills through KS1 with a focus on FMS  Equipment available for next EYFS cohort

To develop Sport specific skills across school by ensuring equipment is upto date	New Equipment purchased including balls, gymnastic mats.	£500	Equipment used across PE lessons	Equipment will continue to be used.
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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:
Children from all year groups will take part in different levels of competitive sport	Sports day in school DB Sports provided inter-school competitions within our own grounds	£300	Children excited to take part in competitions despite lockdown and social distancing	Christ the King partnership to be renewed ( already paid for due to Covid19 postponement) Preston Sports leagues to be restarted in Autumn 2021

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