

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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](#).

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"> • Start of Golden Mile within school and monitoring miles online – shared with pupils and staff • Embedded Shenley tournaments and competitions – involved Sports Values and awards. Fed back in praise assemblies • High up take of lunch time activities and after school clubs • Range of sports offered in clubs / different each half term covering all year groups – high uptake • Display board in prime area within school highlighting targets, success and provides updates • Assemblies used to celebrate sport, successes and pupils fed back to all pupils in regards to how they got on in any given event. • PE Coach consistently used in every class – clear progression of skills building up to intra house tournaments • Intra House competitions now in place every half term across the school – children showcasing their skills or playing competitively with other year groups. • Sport Game Values used to promote strong sportsmanship within intra and inter house competitions • Wide range of equipment and resources within school to use – covering a wide range of skills and differing sports • Long term planning in place showing progression of skills and outcomes 	<ul style="list-style-type: none"> • Further enhancement of Sport Leaders and their role within the school setting – raising the engagement of all pupils through child led activities and choices • Golden Mile to be improved through use of Sport Leaders and use of music / other activities • Range of teaching opportunities in lessons for teachers to further develop their skills – timetabled in with feedback. Regular staff audit on skill set • Further embedding of Sport Values across all sports: lessons, competitions, lunchtimes and clubs.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

If NO, the following section is **not** applicable to you

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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: £0	Date Updated: 04.01.2021		
What Key indicator(s) are you going to focus on? n/a				Total Carry Over Funding:
				£0
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils. n/a	Make sure your actions to achieve are linked to your intentions: n/a	Carry over funding allocated: n/a	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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? 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 2020.	83% (indicative of progress up to March 2020) Disrupted due to COVID19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80% (indicative of progress up to March 2020) Disrupted due to COVID19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80% (indicative of progress up to March 2020) Disrupted due to COVID19
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

* Please note swimming lessons had to be cut short and have not been able to take place due to COVID restrictions (March 2020 – onwards).

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: £17,800		Date Updated: 4.01.2021	
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: 26%
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?:	
<p>Aim of further engage and children to participate in regular physical activity by:</p> <ul style="list-style-type: none"> Enhancement of clubs and lunchtimes with pupil voice to engage all – pupil chose sports covering a variety across the school to cover all interest levels Embedding of Golden Mile throughout the week within each class promoting healthy life style Promotion of Healthy Schools / Mental and Emotional Wellbeing through assemblies, pupil voice in newsletters and working alongside school kitchen 		<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> PE Middle Leader to take views from pupil voice to plan a range of sports and activities throughout the year – pupils sign up to activity to encourage participation Set up new Sport Leaders, regular meetings and voice of pupils – activities timetables in and advertised. Training provided to support their new roles Timetable Golden Mile activities, use of music to engage and teacher participation Reminder and advertisements in correspondence and lessons across school – parental 		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> Timetables clearly showing class participation and clubs across school – children being exposed to a greater range of sports and regular activity Pupil Voice and questionnaires / reflections each term – pupils have ownership over sports within school, taking registers shows engagement levels being high across the school Healthy Schools presence within school and during lessons – Pupils and parents aware of healthy lifestyles and importance of food improving the range of food 	

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	<p>engagement</p> <ul style="list-style-type: none"> • Liaising with School kitchen to host healthy food days – invite parents in to encourage families and inform them on healthy lifestyles • Health and Fitness Test beginning of each term to monitor children’s fitness levels 	<p>£10</p> <p>Part of £16,395 provision</p>	<p>seen at break times and an increase in school dinners during ‘celebration days’</p>	
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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:
<p>Aim to raise profile of sporting events, values and accomplishments across the school to increase engagements and interest. Children will want to be more involved and understand the importance of Physical Education; children will want to be more involved in School Sports and understand the importance of Physical Activity and ensure it is a daily part of life. We will promote this through:</p> <ul style="list-style-type: none"> • Praise assembly, SLT led and Sport Leader led segments • Display board regularly updated by School Leaders 	<ul style="list-style-type: none"> • Regular mention in planned Friday assemblies / integrating into some Gospel assemblies • Display board – School leaders trained and regular meetings to update / share pupil voice • Regular mention in communication and on school website and newsletter. Tips on how to stay active and eat healthy • Opportunities for all to be involved in choosing games and activities throughout the term 	<p>£200</p>	<ul style="list-style-type: none"> • Praise assembly timetables in place raise the profile of sports across school – pupils wanting to be more involved or try new sports. • School Leaders audit and use of Pupil Voice give more control to pupils on the sports around school increasing engagement • Display board up to date and relevant highlighting achievement of those involving raising the profile engaging more in school 	

<ul style="list-style-type: none"> • Link to Commonwealth Games 2021 / Healthy Passport • Sharing of Golden Mile achievements across each class • 15 minute activity each day 			<p>games</p> <ul style="list-style-type: none"> • Pupils understand importance of being active, improving fitness of children and creating healthier lifestyles 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<ul style="list-style-type: none"> Teacher upskilled to deliver a range of sporting activities covering a range of skills through Team teaching with PE Coach Introduction of another PE lesson within class timetable to enable consolidation of skills learnt Teachers to lead range of Intra House competitions within school to help boost their skills and confidence in a range of sports 	<ul style="list-style-type: none"> Timetabled approach to PE across the school and the use of the coach Embedded and planned intra house competitions – teachers to lead alternate competitions / showcases Monitoring of additional PE lesson introduced to feedback ‘What is going well’ and share suggestions. 	Part of £16,395 provision	<ul style="list-style-type: none"> Teachers skills and knowledge increasing in delivering a PE lesson Intra-house competition timetable for all classes are confidentially led by teachers – showcasing skills and sharing rules where appropriate Staff voice / audit to monitor and show improvement of skills and knowledge 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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"> • Access to a wide range of resources and sports across each year group through use of Pupil Voice – enhance the children’s range of skills through a variety of games • Engagement with Shenley Sports group enabling pupils in attending a range of competitions broadening their experience of competition and confidence in sport • Planned curriculum in line with support from the PE coach in which children can access a range of sports and skills 	<ul style="list-style-type: none"> • Timetable after school clubs covering sports not on curriculum accessible for all pupils • Pupil voice to guide sports during lunchtimes – all to register and sign up to • Use of Shenley competitions throughout the year – signing up teams across all year groups / SEND opportunities 	<p>Part of £16,395 provision</p> <p>£200</p>	<ul style="list-style-type: none"> • Track children engaging in After School Clubs – target children who are not engaging or not as active increasing their participation • Lunchtime registers and timetable / coverage – ensuring children have there 30 minutes of active time through the day • Timetable of Shenley sports planned within the year giving more opportunity for pupils to experience sport and competition 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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"> Use of pupil voice to engage a wider audience and encourage more to become involved and have decisions on sport within school – sharing success in assembly, pupils feeding back personally on experiences inspiring more to get involved Intra House competitions across all classes to enable all to access the sport, become involved in competition and share in the classes success – use of Sports Values to embed this Targeted children within wider competitions – through registers taken and tracking of active children, identify those not engaging and offer opportunities through intra house competitions and Shenley Sport Group 	<ul style="list-style-type: none"> Pupil audit and actions – what do they enjoy and what would they like to see more of. Adapt ways of engaging pupils Long term planning to include intra house competitions making sure all children are involved and have a role to play – celebrate all successes Wider competitions to include targeted pupils 	<p>£600</p> <p>FINAL spend forecast: £17,880</p>	<ul style="list-style-type: none"> Registers and range of sports involved in – highlight more pupils engaged in intra house competitions Celebrations of intra house competitions and wider comps during assembly have generated more demand for club places – particularly in KS1 	

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