

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](https://www.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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£500
Total amount allocated for 2020/21	£20, 139.97
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,680
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

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. 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	
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. Please see note above	%
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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	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:	Date Updated:	
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: %
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:
MTA training and Year 5 play leader training to increase children's physical activity to at least 30 minutes a day.	<ul style="list-style-type: none"> Key MTA's and Play Leaders to be trained to lead and manage lunchtime activities with KS1 and KS2. 	Part of PSSP see KI3	<ul style="list-style-type: none"> Increasing the number of children taking part in physical activity during lunchtimes. 	MTA's increased knowledge of leading physical games will continue throughout children's time at Elburton. Children will continue to actively participate in games during their lunchtimes through the encouragement of MTA's and the leadership club.
Whole school 2 day skipping workshops to increase children's physical activity to at least 30 minutes a day.	<ul style="list-style-type: none"> Key MTA's to attend skipping workshop and manage lunchtime skipping activities with KS1 and KS2. 	£565	<ul style="list-style-type: none"> Increasing the number of children taking part in physical activity during lunchtimes. 	MTA's increased confidence in running small skipping group activities.

To ensure playground equipment promotes and encourages children to be active throughout breaktimes and lunchtimes.	<ul style="list-style-type: none"> Class set of skipping ropes in both KS1 and KS2 sizes for MTAs to use when leading daily skipping club. 	£240	<ul style="list-style-type: none"> Increasing the number of children taking part in physical activity during lunchtimes. 	New equipment will encourage pupils to play more games and be active at lunchtime.
To ensure early years equipment promotes and encourages children to be active throughout the day.	<ul style="list-style-type: none"> Purchasing 10 scooters/ bikes for use throughout the day in early years to ensure pupils take part in at least 30 mins physical activity daily. 	£2000	<ul style="list-style-type: none"> Increasing the number of early years children taking part in physical activity during the day. 	New equipment will encourage pupils to play more actively during outside provision time.
To ensure playground equipment promotes and encourages children to be active throughout breaktimes and lunchtimes.	<ul style="list-style-type: none"> Reinstate the trim trail 	£3000	<ul style="list-style-type: none"> All Children will have the opportunity to explore and play on the trim trail. Each year group will have set days and times for this and they will be encouraged by MTA's to use it. Teachers will make use of the trim trail between lessons to increase children's activity time (30 minutes per day outside PE curriculum time) 	Increased physical exercise by all. The trim trail has always been so widely used. Refurbishing the trim trail will encourage and enthuse children to be more active in their own time. Consider this for next year.
Provide Equipment boxes for KS1 and KS2 to use at lunchtime, encouraging all to be more active.	<ul style="list-style-type: none"> School Council to choose equipment they would like in the boxes. Play Leaders to organise the equipment daily. 	£500	<ul style="list-style-type: none"> Increasing the number of children taking part in physical activity during lunchtimes. 	New equipment will encourage pupils to play more games and be active at lunchtime. Play Leaders will be able to use this equipment to lead and plan games, teaching children who could be future play leaders.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<p>Time for PE leads to organize and manage PE throughout the school</p> <p>A broad and balanced PE curriculum/engagement in various levels of competition/celebration of participation.</p>	<ul style="list-style-type: none"> • Write comprehensive development plans. • Monitor the planning, delivery and assessment of PE • Organise CPD • Maintain the School Games Mark expectations and collate all necessary evidence • Liaise with KS1 PE lead and PE Apprentice • Train KS1 lead in full REAL PE coordinator modules. 	<p>£800 for 8 mornings</p> <p>£294 training modules</p>	<ul style="list-style-type: none"> • Improving the quality of the PE experience of students • Development plans • Lesson observation and feedback notes • Programme of CPD opportunities • School Games Mark Evidence and Award 	Knowledge and experience of PE lead will ensure that we are able to maintain comprehensive action plans, re-use existing formats for vital documents and templates for letters home etc.
Hire a PE Apprentice to support the development and provision of PE and sports.	<ul style="list-style-type: none"> • Support teachers for PE and games in the afternoons. Work with targeted children on Fundamentals and ABC's. • Support PE Co-ordinator: <ul style="list-style-type: none"> -Auditing and organising equipment -Evidencing for Kitemark, e.g. displays, photographs, social media etc. • Run a club during lunchtimes (possibly 	£3000	<ul style="list-style-type: none"> • Improving the quality of the PE experience of students • School Games Mark Evidence and Award • Change for Life club that is sustainable • Increase participation in Level 2 events; attend more Level 2 events 	Apprentice will support increase in participation of level 2 competition as he will be able to attend the events.

	change for life club - this may need to be in year group bubbles, half termly) <ul style="list-style-type: none"> Support staff organising events and attend some of the PSSP events. 			
To continue to promote REAL PE across the school, including during lockdown.	<ul style="list-style-type: none"> Subscribe to the full REAL PE curriculum, including REAL PE, REAL Gym, Real Dance, Real Play, Real Foundations and REAL PE at home. Teachers will use Real PE at Home to support children to continue physical activity at home. 	£500	<ul style="list-style-type: none"> REAL PE curriculum will continue to be implemented across the entire school. Children working from home will be able to access REAL PE at Home (tasks, including personal best challenges, will be set weekly to ensure progression and encourage children to continue their physical activity). 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:

Positively impact learning in PE	<ul style="list-style-type: none"> PSSP employed to deliver bespoke CPD sessions for KS2 teachers. Attend primary PE conference and access regular INSET's provided. 	£4000 (£3182 paid from last years funding so £818 to pay)	<ul style="list-style-type: none"> Continued professional development for PE lead as well as wider school staff. Up-to-date relevant resources employed by staff to deliver PE. Increased confidence levels will positively impact teaching and learning 	Investing in staff is a priority as this will be our most sustainable resource. Staff confidence and knowledge will benefit all children in years to come. Continued affiliation with the PSSP will mean that we can access ongoing CPD and support.
Positively impact learning in PE	<ul style="list-style-type: none"> REAL GYM CPD 1 INSET session for teachers and one day of modelled lessons 	£1014	<ul style="list-style-type: none"> All teachers will be trained in REAL GYM so that they are confident in following the scheme. Using REAL GYM will ensure for continuity across the school. Real PE coaches will return in the summer term to support teachers and team teach. 	Investing in staff development and skills in teaching gym across the school to supplement the already implemented REAL PE scheme. Continuing professional development of all staff to access CPD and support.
Increase staff's confidence in delivering the REAL PE and REAL GYM curriculum across the school.	<ul style="list-style-type: none"> REAL PE and GYM CPD refresher day. 	£300	<ul style="list-style-type: none"> All teachers to team teach alongside REAL PE mentor to develop next steps. 	Investing in staff is a priority as this will be our most sustainable resource. Staff confidence and knowledge will benefit all children in years to come. Continued affiliation with the PSSP will mean that we can access ongoing CPD and support

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

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:
Continue to introduce new sports activities encouraging more pupils to take up to be involved in physical activity	<p>Premier Sports after-school club for KS1 and KS2</p> <ul style="list-style-type: none"> Offer multi-sports clubs to KS1 to promote a wide range of sports, encouraging children to keep active and inspire them for lifelong physical activity. KS2 offer of alternative sports, such as fencing and ultimate Frisbee. 	£116 per week = approximately £3000 - £3500 (dependent on parental support – payment of £3 per session)	<ul style="list-style-type: none"> Increasing participation in after school activities to year groups who in the past were not able to participate 	<p>Display of clubs available to pupils in area.</p> <p>Celebrate participation in sport through whole school assembly presentations.</p> <p>Increased participation for KS1 pupils for first half of year.</p> <p>Premier Sports worked with Educare pupils weekly during school closures.</p>
To arrange an athlete mentor visit to inspire children	<ul style="list-style-type: none"> David King Tokyo Olympian visit to deliver KS2 assemblies and workshops to promote competitive sports and resilience needed for competition. 	£300	<ul style="list-style-type: none"> Inspire children to pursue their sporting ambitions. 	<p>Celebrate participation in sport through whole school assembly presentations.</p> <p>Display of clubs available to pupils in area.</p>
To introduce Field Gun sessions to year 6 to encourage pupils into an alternative sporting choice.	<ul style="list-style-type: none"> Junior Field Gun organisation- team building sessions with year 6 (in conversation with David Worrell Field Gun) 	£1000	<ul style="list-style-type: none"> Increasing participation in a broader range of sports and activities. Developing resilience and team building skills in preparation for year 6 to move onto secondary school. 	Celebrate field gun through assemblies and social media.

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:
Increase the number of competitive opportunities for children of all abilities and age groups.	<ul style="list-style-type: none"> Annual membership to the PSSP: target events offered by the PSSP to provide children of all age groups and abilities with the opportunity to compete. 	*PSSP cost in KI3	<ul style="list-style-type: none"> PSSP provide termly reports on the number of events attended. PE Coordinator will monitor engagement of all children throughout the year. 	Continued affiliation to the PSSP will ensure we are able to access a broad range of events and competitions. Positive experiences will likely lead to life-long participants.
After-school clubs with Premier sport 2x weekly to promote healthy competition.	<ul style="list-style-type: none"> Premier Sports after-school club for KS1 and KS2, promoting a range of sporting activities and healthy competition. 	*See KI4	<ul style="list-style-type: none"> Opportunity for children to access healthy competition through after school club provision. 	<p>Display of clubs available to pupils in area</p> <p>Celebrate participation in sport through whole school assembly presentations.</p>
To provide children with the opportunity to build confidence in swimming	<ul style="list-style-type: none"> Hire a swimming Life guard 2x weekly for after-school club. Ensure currently lifeguards have up-to-date training/train more life guards to support teachers in swimming lessons? 	£500	<ul style="list-style-type: none"> Additional swimming sessions will give children the opportunity to build their confidence and enjoyment. 	

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