

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
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:

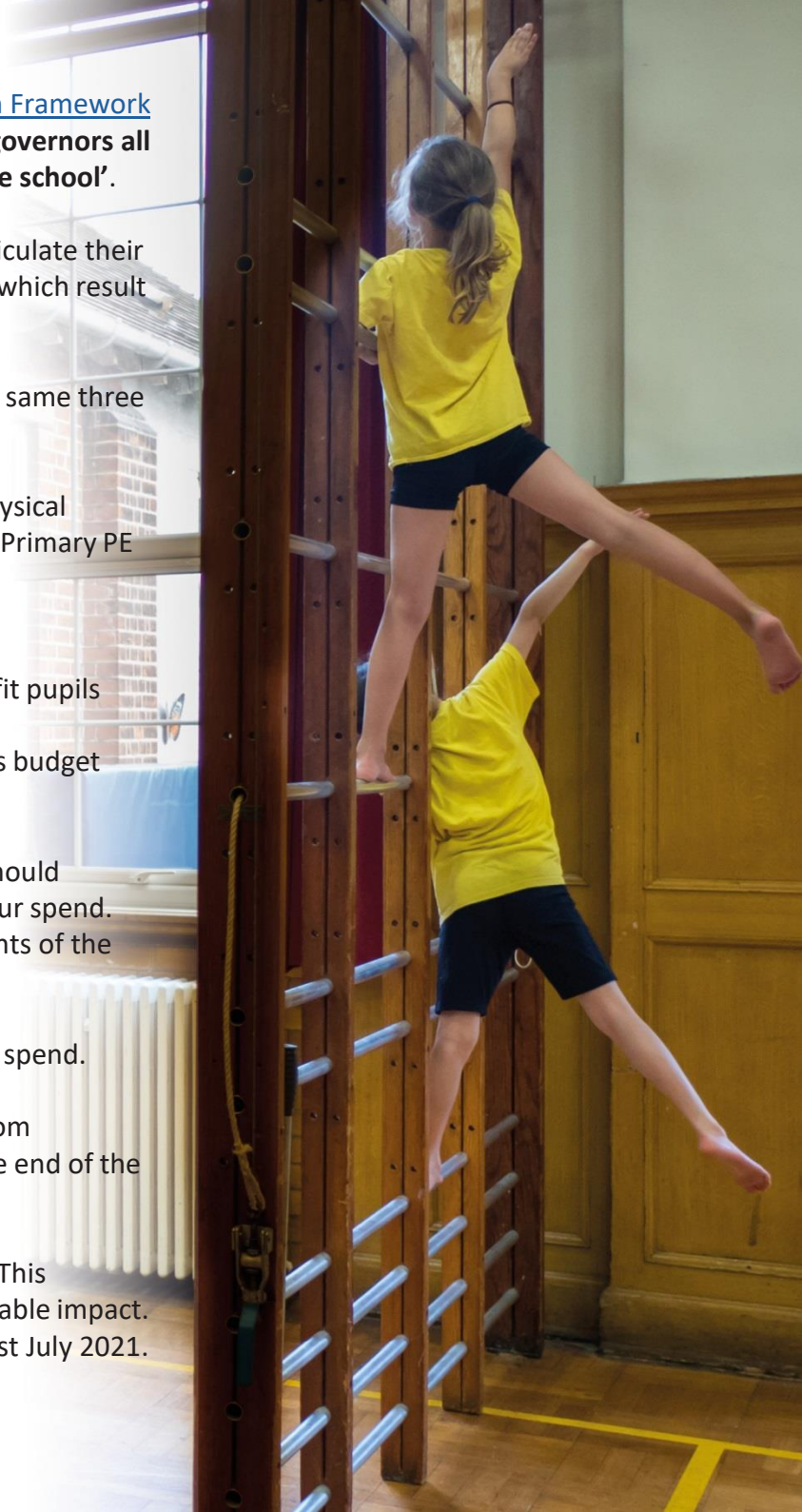
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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><b>2019/2020</b> Increased intake of after-school clubs for KS1 pupils REAL PE training for all teachers. REAL PE is now being used as our PE curriculum from FS-Y6</p> <p><b>2018/2019</b> Trained lifeguards in school to support teachers in swimming lessons Swimming CPD for all teachers CPD for FS and KS1 by Premier Sports</p> <p><b>2017/2018</b> Gymnastics CPD for FS, KS1 and KS2 teachers Increase in competitive Sports through level 1 and level 2 competitions Increased intake of after-school clubs for KS1 and KS2 Platinum Kitemark Awarded October 2017</p>	<p>Engaging all pupils to be active 30 minutes every day Curriculum support in the assessment of PE More resources required to ensure full delivery of REAL PE 'top-up' sessions from Real PE coaches to support CPD (owed from last year due to lockdown) Inspire all children to improve in sports through focusing on personal best</p>

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

YES/NO \* Delete as applicable

<b>Total amount carried forward from 2019/2020</b>	<b>£500</b>
<b>+ Total amount for this academic year 2020/2021</b>	<b>£19,639.97</b>
<b>= Total to be spent by 31st July 2021</b>	<b>£20,139.97</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 which you can transfer to the pool when school swimming restarts.</p> <p><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></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 2021.</p> <p>Please see note above.</p>	87%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	80%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	90%
<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: £20,139.97		Date Updated:	
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					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?:
To provide ‘brain breaks’ for all pupils to support Elburton’s recovery curriculum and pupil’s re-engagement with school.		Subscribe to Imoves mental health and wellbeing package – includes mindfulness, active blasts, yoga, pilates, the power of yet for confidence building, grumpy jar and managing frustrations, home learning.		Carry over funding allocated: £297.00	Teacher will use Imoves 2-3 times a day between lessons to allow children to have a ‘brain break’ and prepare themselves to re-engage with the next lesson.  Brain breaks will encourage children to be more physically active throughout the school day.
Create a lunchtime equipment pack for the Lead Sports MTA to use.		PE MTA (and trained tennis coach) will use the equipment to organise sports games with targeted children (in year group bubbles) during lunchtimes.		*See KI3	Increasing the number of children taking part in physical activity during lunchtimes. Improve lunchtime behaviour.
					‘Active blasts’ have provided classes with fun brain breaks throughout the day. This has helped the children to transition back into school, helping them to re-engage with learning. Frequent brain breaks has increased the amount of physical activity taking place each day.  Trained MTA worked within their year group bubble this year, supporting targeted children. Lunchtime behaviour has improved because of this. Consider utilising MTA across the whole Key Stage once COVID rules have been lifted.

To ensure playground equipment promotes and encourages children to be active throughout breaktimes and lunchtimes.	<p>Reinstate the early years and KS1 playground.</p> <p>School Council and Sports Council to support with the choosing of the new equipment to be instated on the playground.</p> <p>The equipment will encourage children to be more physically active during break and lunchtimes.</p>	£4,000	<p>All Children will have the opportunity to explore and play</p> <p>Each year group will have set days and times for this and they will be encouraged by MTA's to use it.</p> <p>Teachers will make use of the new play area between lessons to increase children's activity time (30 minutes per day outside PE curriculum time)</p>	<p>Increased physical exercise by all.</p> <p>The trim trail has always been so widely used. Refurbishing the play areas will encourage and enthuse children to be more active in their own time.</p> <p>The new play area is used on a daily basis, encouraging more children to be physically active. Consider reinstating the trim trail next year to provide more opportunities for physical activity and increase number of children being active at playtime and lunchtime.</p>
Provide new equipment (used in REAL PE) to be used at lunchtimes to encourage all children to be more physically active.	<ul style="list-style-type: none"> <li>Sports Council and School council will organise the play equipment daily (after COVID)</li> <li>Create a rota/timetable (after COVID).</li> </ul>	*SEE KI3 for more details	Increasing the number of children taking part in physical activity during lunchtimes.	<p>New equipment will encourage pupils to play more games and be active at lunchtime.</p> <p>Keyworker children were able to use their 'bubble boxes' during playtimes which encouraged them to be more active and social.</p> <p>Next step: create Key stage boxes for next year and reintroduce play leaders.</p>
<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:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		19.8%



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"> <li>• Write comprehensive development plans.</li> <li>• Monitor the planning, delivery and assessment of PE</li> <li>• Take further CPD training for REAL PE, including assessment</li> <li>• Organise CPD</li> <li>• Liaise with KS1 PE co-ordinator and PE Apprentice</li> </ul>	£500 for 5 mornings	<ul style="list-style-type: none"> <li>• Improving the quality of the PE experience of students</li> <li>• Development plans</li> <li>• Lesson observation and feedback notes</li> <li>• Programme of CPD opportunities</li> <li>• School Games Mark Evidence and Award</li> </ul>	<p>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.</p> <p>KS2 PE lead took CPD REAL PE training (Day 2 and 3) KS1 PE lead took CPD REAL PE training (Day 1) PE leads organised further CPD for staff, and developed a comprehensive action plan.</p> <p>Next year, allocate time for both PE leads (and PE Apprentice) to liaise and plan together.</p>
Hire a PE Apprentice to support the development and provision of PE and sports.	<ul style="list-style-type: none"> <li>• Support teachers for PE and games in the afternoons. Work with targeted children on Fundamentals and ABC's.</li> <li>• Support PE Co-ordinator: -Auditing and organising equipment -Evidencing for Kitemark, e.g. displays, photographs, social media etc.</li> <li>• Run a club during</li> </ul>	£3000	<ul style="list-style-type: none"> <li>• Improving the quality of the PE experience of students</li> <li>• School Games Mark Evidence and Award</li> <li>• Change for Life club that is sustainable</li> <li>• Increase participation in Level 2 events; attend more Level 2 events</li> </ul>	<p>Apprentice will support increase in participation of level 2 competition as he will be able to attend the events.</p> <p>PE apprentice has supported teachers during PE lessons, working with targeted groups. He has assisted with some of the level 2 events that we were able to attend this year. He has also supported OAA at Mount Batten Centre.</p> <p>Next year, PE Apprentice to organise and attend Level 2</p>

	lunchtimes (possibly change for life club - this may need to be in year group bubbles, half termly) <ul style="list-style-type: none"> <li>Support staff organising events and attend some of the PSSP events.</li> </ul>			competitions and gather evidence for School Games Kitemark Award.
<ul style="list-style-type: none"> <li>To continue to promote REAL PE across the school, including during lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>Subscribe to the full REAL PE curriculum, including REAL PE, REAL Gym, Real Dance, Real Play, Real Foundations and REAL PE at home.</li> <li>Teachers will use Real PE at Home to support children to continue physical activity at home during lockdown.</li> </ul>	£500	<ul style="list-style-type: none"> <li>REAL PE curriculum will continue to be implemented across the entire school.</li> <li>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).</li> </ul>	Children were able to complete personal best challenges each week during lockdown. The challenges focused on the fundamental movement skills. Teachers were able to continue developing their confidence in delivering REAL PE, using the Jasmine platform to support them. Consider the use of Real PE at home as part of home learning (after COVID has ended) Explore REAL Gym and REAL as a next step for training staff.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	35.7%
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"> <li>PSSP employed to deliver bespoke CPD sessions for KS2 teachers.</li> <li>Attend primary PE conference and access regular INSET's provided.</li> <li>Order Cambridgeshire Scheme of work for KS2</li> <li>As remaining funds cannot be carried over to next year, subscribe to PSSP for 2021- 2022 early.</li> </ul>	<p>£3500</p> <p>£200</p> <p>£4000 (We have used the remaining funding to cover <u>some of this cost</u>; the rest of the cost will come out from next year's sports premium)</p>	<p>Continued professional development for PE lead as well as wider school staff. Up-to-date relevant resources employed by staff to deliver PE.</p> <p>Increased confidence levels will positively impact teaching and learning</p>	<p>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.</p> <p>This scheme of work will mean that KS2 can teach more traditional games alongside REAL PE. This will be introduced in the autumn term 2021.</p> <p>Staff received REAL PE CPD training x2 (owed from last year due to lockdown)</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
			%	
Intent	Implementation	Impact	24.6%	

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	Premier Sports after-school club for KS1 and KS2 <ul style="list-style-type: none"> <li>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.</li> <li>KS2 offer of alternative sports, such as fencing and ultimate Frisbee.</li> </ul>	£116 per week = approximately £3000 - £3500 (dependent on parental support – payment of £3 per session)  Actual: £1251	Increasing participation in after school activities to year groups who in the past were not able to participate	Display of clubs available to pupils in area  Celebrate participation in sport through whole school assembly presentations.  Increased participation for KS1 pupils for first half of year.  Premier Sports worked with Educare pupils weekly during school closures.
To ensure PE resources provide impact on learning	PE equipment <ul style="list-style-type: none"> <li>Purchase new equipment for the delivery of the REAL PE curriculum.</li> <li>Add to limited equipment (many children having to share equipment to practise fundamental skills which is time consuming).</li> <li>Replenish any worn equipment that is needed for the delivery of REAL PE</li> <li>Create unit boxes so the resources are organised</li> </ul>	£3709.68 (*linked to KI1 as well)	New equipment will ensure all children are engaged in learning (reduce numbers of children currently having to share equipment)  Staff can teach/deliver the full curriculum with the necessary resources, and inspire children with new equipment/games.  Equipment will be used for children to learn the fundamental skills each week.	(*linked to KI1 as well) New equipment will ensure full coverage of the REAL PE curriculum, ensure children are fully engaged (and encourage pupils to play more games and be active at lunchtime).  The new equipment (along with REAL PE) has meant all PE lessons are fully resourced for the delivery the new curriculum. Also, children have been able to learn a range of different games that are 'non-traditional'. This has helped

	<p>(following the REAL PE equipment list) and ready to use each lesson.</p> <p>(New equipment, such as Frisbees etc may also be used to encourage physical activity during lunchtimes)</p>			<p>children who are less confident to enjoy and achieve in PE.</p> <p>Consider using this equipment for clubs – such as ultimate Frisbee.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	*See KI3 and KI4
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.	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	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.  Athletics (level 2 competitions) took place in the summer term. Children were able to enter personal best challenges in home learning (also through REAL PE at Home)
After-school clubs with Premier sport 2x weekly to promote healthy competition.	Premier Sports after-school club for KS1 and KS2, promoting a range of sporting activities and healthy competition.	*See KI4		Display of clubs available to pupils in area  Celebrate participation in sport through whole school assembly presentations.

Signed off by	
Head Teacher:	
Date:	



Subject Leader:	
Date:	
Governor:	
Date:	