

# 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:

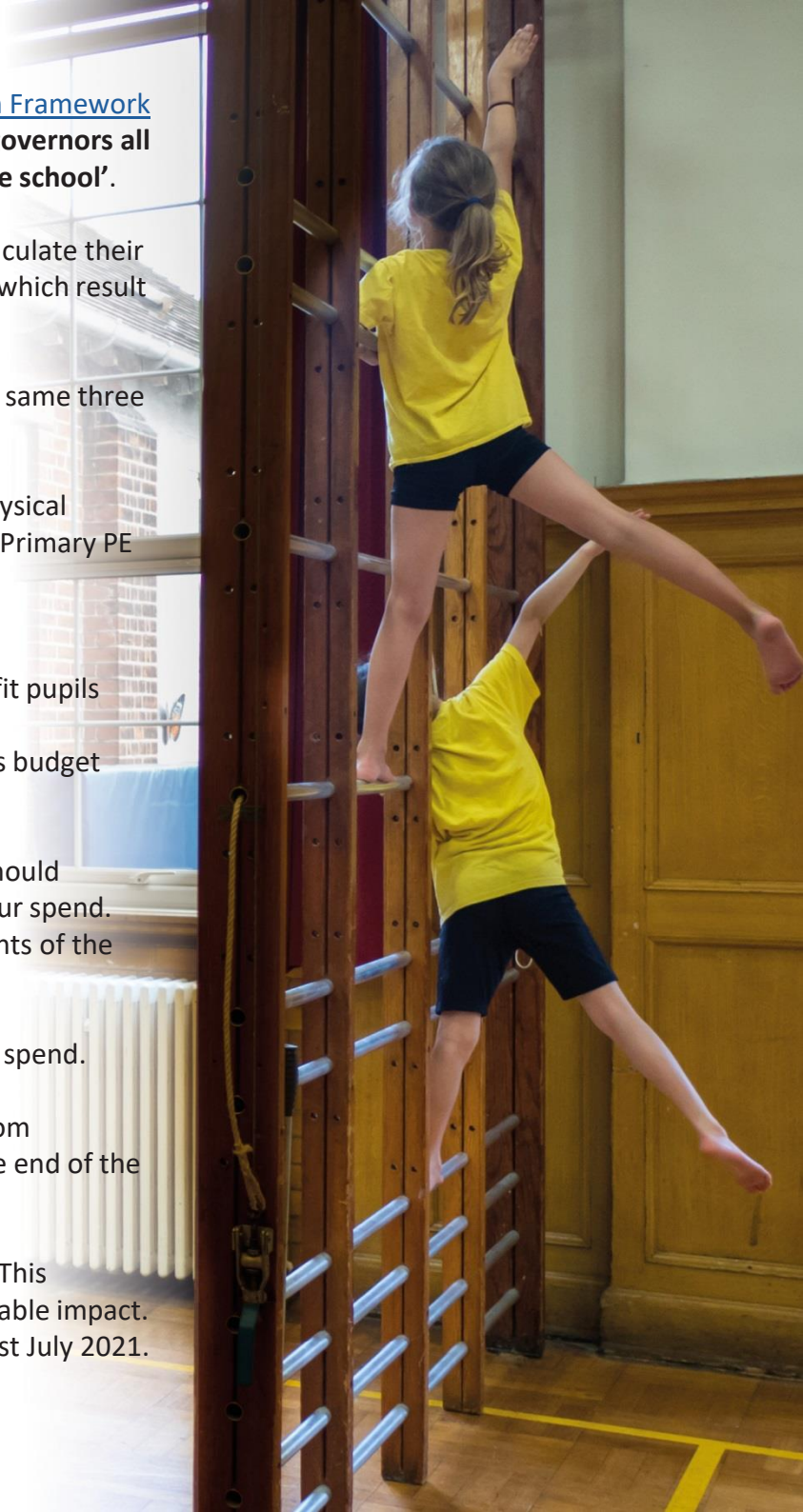
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](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 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:
<ul style="list-style-type: none"> <li>- Until lockdown the school has continued to be regular member of the Whitby School Sports Partnership (attending 100% of events in the previous academic year), which gives access to a varied programme of competitive sports with other primary schools. Work with the secondary pupil Sports Leaders at these events models aspiration to take on a leadership role in future sports.</li> <li>- Contribution towards the purchase of a new mini bus for school has helped ensure access to local events and has also allowed us to participate in all events. This has particularly given additional opportunities to more able athletes.</li> <li>- The school has offered a well-attended sporting club while school has been open with the aim of improving fitness and general skills ready for curriculum learning and competitive sport in September 2021.</li> <li>- The school has greatly improved its outdoor provision through training a teacher as a Forest School Leader and purchasing Forest School equipment, that all children from EYFS to Y6 benefit from.</li> </ul>	<p>The SL is monitoring to ensure that all children receive at least 2 hours of curriculum time PE each week where children will be active for at least 90% of the time. SL is able to give individual mentoring and support to ensure that teachers plan and deliver this to a high standard.</p> <p>Despite working alongside high quality coaches in the past, teachers report lack of confidence in delivering PE curriculum. Teachers will be offered further CPD next year through the School Sports Partnership team in order to further increase subject confidence and create a greater bank of PE resources and lesson plans.</p> <p>SL will continue to seek and enroll in further sporting activities for the children, evaluating the merits of external coaches in further activities and utilizing the school mini bus to ensure access to a wide range of activities and greater pool of competitors, to increase the standard of competition. Our sports participation tracker shows that not all children participate outside school, and the SL will work with coaches and organisations to promote the individual pursuit of different activities.</p> <p>Provision for HA children is an ongoing development point for the whole school and HA children will again be given opportunity to become sport leaders and help to develop other children's sporting abilities at break and lunch time. MSAs to be trained as sport leaders to supervise these activities and monitor / report to SL.</p> <p>SL to improve range and quality of indoor and outdoor apparatus,</p>

	<p>ensuring that equipment to support all abilities is available and that teachers are confident to use this.</p> <p>Children who cannot swim 25metres in Year 6 will be offered further swimming opportunities in their final year at school. Younger children will also receive opportunity to swim during their time in Acorn Class in order to lay a firm foundation for success in later years.</p>
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? **Yes**

Delete as applicable

<b>Total amount carried forward from 2020/21</b>	<b>£4000.....</b>
<b>+ Total amount for this academic year 2021/2022</b>	<b>£16460.....</b>
<b>= Total to be spent by 31st July 2022</b>	<b>£20460 (£12000 on resources £8460 on Staffing).</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>No swimming provision in the year 2020-21.</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>	<p>60 %</p>
<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>	<p>20 %</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>No opportunity to learn this year.</p>
<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>	<p>No – no access to facilities.</p>

## 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: £20460		Date Updated: July 2021	
<p><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</p>					
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:
Continue to ensure that all children are receiving at least 2 hours of quality active PE a week and are <b>able to show good progress at all levels.</b>	Carry out planning scrutinies and offer support to teachers as required in planning lessons and timetabling activities. Carry out lesson observations with HT.		Subject leader time <b>£2,000</b>	Outcome of SL/HT monitoring to show that all curricular PE meets requirements of quality and activity.	This use of time will enable teachers to take responsibility for their own development in future, and ensure that responsibility for ensuring engagement in physical activity is distributed among staff.
Ensure that children are active at break and lunchtimes in a structured and measureable way, with provision for most and least able <b>so that all children achieve physical literacy.</b>	Develop sports leader programme for pupils and support MSAs in developing as sports leaders to supervise activities / monitor and report participation. Invest in quality outdoor equipment and apparatus / school grounds development which includes most and least physically able and promotes planned, structured physical activity over the course of a week.		Contribution to MSA /sports leader salary <b>£2,660</b>	Weekly checks of playtime activities and discussions with staff and sport leaders.  Better quality of equipment and activity at playtime. Increased participation.	Next steps: staff able to lead training for each other and provide extra-curricular activities in all areas in this section.
	Use Block Planning timetable to		Equipment and resources for sports leader programme <b>£4000</b>		



<p>Continue to ensure all year groups have the opportunity to attend a sporting or active club each week.</p> <p>Further develop Forest Schools throughout the school to provide <b>physical activity through excellent outdoor provision</b></p>	<p>ensure that wide range of activities are available to all year groups EYFS – Y6, and that provision is made for most and least able. At least 2 clubs per week on offer.</p> <p>Timetable Forest Schools so that all pupils have weekly / biweekly opportunity for structured / monitored physical activity in addition to curricular PE.</p>	<p>Contribution to Forest Schools practitioner 0.1 FTE plus resources <b>£4000</b></p>		
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>The profile of PE to continue to be raised across the school by SL so that participation by staff and pupils is seen as a priority so that <b>pupils receive quality curricular and extra curricular provision.</b></p> <p>Sporting and physical activity opportunities to be used to</p>	<p>Increased confidence in staff's ability to deliver quality PE.</p> <p>Increased participation from children.</p> <p>Increased sporting opportunities for all children.</p>	<p>Staff training External coaches  <b>£2000</b>  Contribution to running costs of</p>	<p>Pupil voice shows that pupils value PE &amp; sport and are ambitious to achieve in this area.</p> <p>Attendance reports show that PA / chn at risk of being PA are encouraged to attend through access to sporting</p>	<p>Staff will be able to deliver curriculum and other activities independently, making own links with other agencies and organisations to support actions in SDP through quality PE and sport.</p>

<p>encourage <b>good attendance</b>.</p> <p>Explicit link to be made between physical activity, physical and mental wellbeing and positive behaviours for learning so that children are encouraged to be <b>happy, healthy and in a good position to learn well</b>.</p>	<p>Support teachers in making explicit links across curriculum; implementation of wellbeing club combining yoga and healthy eating education promoted to all children with focus on Vulnerable Groups.</p>	<p>minibus</p> <p>£3000</p>	<p>events.</p> <p>Increased positive behavior (Teacher interview)</p> <p>Pastoral Co-ordinator reports that children are able to identify link between physical and mental wellbeing. Data shows closing progress gap for underachieving children.</p>	<p>Next steps: staff are able to lead development of PE/Sport links and sustain these.</p>
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**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p>Staff continued to be supported to upskill in an area of PE in which they are interested so that <b>children benefit from expertise in different areas</b>.</p> <p>Develop Forest Schools practitioners to expand provision in all year groups and provide <b>high quality source of outdoor physical activity</b>.</p> <p>Extend training to MSAs so that <b>high quality provision is available at all times of the day, maximizing opportunities for participation</b>.</p>	<p>Whole staff to take part in PE workshops at Caedmon or Lythe again this year.</p> <p>Timetable and book external coaches in dance, cricket, yoga and tennis to offer high quality PE for all year groups EYFS – Y6</p> <p>Further staff to undertake Forest Schools training. Forest Schools first aid training for lead practitioner.</p> <p>SL to provide training for MSAs in providing sports leadership</p>	<p>Membership of WSSP</p> <p>£1800</p> <p>SL release time for training and staff support as above</p> <p>As above.</p>	<p>Lesson observations and monitoring reports by MSAs show that staff are confident in delivering PE and sport in and out of the classroom.</p> <p>As above.</p>



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

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>Provide range of specialist coaches in different disciplines, including peer role models and experts eg Olympians <b>to inspire and encourage, particularly to try less mainstream sports..</b></p> <p>Ensure that all children have substantial opportunity to <b>develop skills for outdoor adventure activities</b></p> <p>Targeted provision for least active Children to ensure that these children are <b>encouraged and motivated to build good habits.</b></p> <p>Support attendance at after-school clubs and links with local sporting / activity organisations so that <b>children are able to build long-</b></p>	<p>Timetable and book coaches for wide range of sports for all year groups in six disciplines.</p> <p>SL to organise half-termly assemblies by range of local providers to encourage participation in team and individual activities.</p> <p>Continue to support and prepare for Y6 residential visit. Implement shorter residential experiences for KS1 / LKS2. Extend Adventure Club to LKS2/KS1</p> <p>Set up partnership with surf school</p>	<p>Specialist coaches as above.</p> <p>£1000</p> <p>Subject leader</p>	<p>Participation tracker shows that all children have access to specialist provision outside curricular PE lessons.</p> <p>Monitor participation in outdoor adventure activities outside school through participation tracker.</p>	<p>Children participate in sports outside school at a higher level; perform in school at Greater Depth.</p>

<p><b>term associations with different sports and organisations.</b></p>	<p>Evaluate participation tracker and highlight children in need of extra support; plan and monitor participation as a separate vulnerable group.</p> <p>Recognition of physical activities undertaken to a good level out of school by individuals, especially less typical school sports (ice skating, horse riding, competitive dance etc.), with signposts to participation for other children.</p>	<p>time as above.</p>		
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**Key indicator 5: Increased participation in competitive sport**

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Regular participation in a wide range of sports, with access to a wide pool of peers to allow competition at a high standard, <b>so raising standards of performance for all pupils.</b></p>	<p>Lythe to continue to attend all of School Sports Partnership events.</p> <p>SL to liaise with at least six organisations in and outside the local area to ensure attendance at / hosting of events. Use Block Planning sheet to ensure wide range of activities for all year groups across the year.</p>	<p>Contribution to running of school minibus</p> <p>As above</p>	<p>SL / HT monitoring of participation tracker to demonstrate that all pupils have the opportunity to</p>	<p>All staff are able to transport children to events in and out of the area; running of own bus ensures that transport costs are not a barrier to participation, especially, for example in transporting smaller numbers of HA children to elite events, particularly outside school hours: it is difficult and expensive to secure a local</p>

	Maintain contributions to running of minibus to ensure participation.			firm to do this.
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Signed off by	
Head Teacher:	Lisa Armstrong
Date:	July 2021
Subject Leader:	John Stansfield
Date:	July 2021
Governor:	
Date:	