

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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:
<p>Taster squash sessions that has led to the purchase of new squash equipment.</p> <p>Silver Medal winners in the Southed schools Kurling competition for children with SEN.</p> <p>Gold award achieved in school games for autumn and spring terms. Virtual award achieved in school games for the summer term.</p> <p>Successful Virtual Sock Olympics was delivered during National School Sports Week in place of Sports Day.</p>	<p>For squash to be added to our PE and extra curricular program and to compete successfully at future Squash tournaments.</p> <p>To continue to improve pupil standards when attending competitions to achieve greater success.</p>

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

YES/NO * Delete as applicable

If **YES** you **must** complete the following section

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

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: £4446	Date Updated: 24/02/20	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £4446
Intent	Implementation		Impact	
<i>Your school focus should be clear how you want to impact on your pupils.</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Carry over funding allocated:</i>	<i>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?:</i>
To improve physical development opportunities for our Early Years pupils during their school day.	<ul style="list-style-type: none"> To purchase good quality equipment that can be used by pupils in Early Years. CPD for Early Years staff to deliver high quality provision for physical development. 		£800	<ul style="list-style-type: none"> Discussion around new equipment needed with early years lead taken place.
To have high quality and amount of equipment to ensure high levels of active participation in recreation times.	<ul style="list-style-type: none"> To check current stock and inventory. To source equipment that is suitable for "Bubble" provision. To purchase enough equipment so each 'bubble' has its own playground bag. To purchase good 		£1000	<ul style="list-style-type: none"> New footballs and basketballs ordered. Bags purchased for bubbles with new active equipment to use.

	quality equipment that will last some time.			
To purchase equipment that is accessible and inclusive to all pupils.	<ul style="list-style-type: none"> To purchase a second kurling set and good quality archery equipment to use for future festivals, sports days, PE lessons and events. 	£1500	<ul style="list-style-type: none"> Kurling equipment has been ordered so more can take part in lesson time. 	
To have high quality and large amount of equipment to ensure high levels of active participation in lesson times.	<ul style="list-style-type: none"> To check current stock and inventory To source equipment that is suitable for "Bubble" provision. To purchase enough equipment so each 'bubble' has its own playground bag. To purchase good quality equipment that will last some time. 	£600	<ul style="list-style-type: none"> New footballs and basketballs ordered. New gymnastics mats ordered to top up and improve current stock. 	

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 2021.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
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: £19850		Date Updated:	
<p>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</p>					Percentage of total allocation: 30%
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 increase participation in active games and activities during lunchtimes.		<ul style="list-style-type: none"> To check current stock and inventory To source equipment that is suitable for "Bubble" provision. To purchase enough equipment so each 'bubble' has its own playground bag. To purchase good quality equipment that will last some time. To share equipment during assembly times and discuss how these can be used. Introduction of 4 Square grids 		£6000	<ul style="list-style-type: none"> Assembly time given to share new equipment with the children and how to use appropriately. Children have been seen actively engaging using equipment during the recreational times. Pupils enjoy the active lunch time they have. Pupils have improved skills in skipping and throwing/catching. Greater number of pupils meeting the recommended guidelines of 30 minutes physical activity.
To develop knowledge in playground games so children actively engage in these during recreational periods. .		<ul style="list-style-type: none"> To teach playground games as a unit in PE lessons. Add playground games to the curriculum. 			<ul style="list-style-type: none"> All children Years 1 to 6 had 4 sessions to learn and practise playground games Discussion about new four

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	<ul style="list-style-type: none"> • Create medium term plans around this topic. • Enable purchase of further equipment. 		square grids on the playground for each bubble.	
To improve the quality of provision across the school and to increase opportunities for pupils in new sports and improve engagement.	<ul style="list-style-type: none"> • To up skill all PE staff in sports we offer at Sacred Heart. • To purchase further equipment so that there is enough equipment for each individual child to access. 		<ul style="list-style-type: none"> • Part 1 Gymnastics completed by both PE teachers. • Part 2 practical TBC. 	
To improve daily opportunities for exercise during the school day.	<ul style="list-style-type: none"> • To research and purchase active programmes to use during the school day. E.g. Yoga, gross movement skills, classroom games etc. • To deliver staff meetings to share how we can use the moments in the day to be active. • To monitor what activities happen during a school day. • Purchase additional equipment if needed or programmes to support adults to deliver. 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				40%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

<p>For pupils to have a positive attitude towards sport and their physical education through the use of rewards and praise.</p>	<ul style="list-style-type: none"> • To start and embed new sports personality of the week awards for KS1 and KS2. • To share these in the newsletter and in celebration assembly. • To develop provision further through the use of PE prizes to encourage further positive participation. 	<p>£7850</p>	<ul style="list-style-type: none"> • Pupils place greater effort in Physical education lessons as we recognise sportsmanship and achievement • Awards have been created and children are improving their attitudes in PE lessons. Many children who have been difficult to engage have now won an award for their achievements. • Discussion to take place for a raffle ticket draw for PE stars to win PE equipment for home. 	
<p>To provide all children with the opportunity to compete in competitive sports.</p>	<ul style="list-style-type: none"> • To participate in the virtual competitions offered by our SSSP and source additional resources to be able to do this effectively. • To provide all children with the chance to represent their house with regular Intra-school competitions. • To design monitoring systems so that participation in competitive sport is monitored and evidenced so more children can access this. 		<ul style="list-style-type: none"> • Jump rope has been embedded and children have engaged in this individualised sport. Click the link to see children in action: https://drive.google.com/file/d/1FAN2js_kAhYf7cG_mH_rOc8H9zrbal3B/view?usp=sharing • Took part in virtual school sport competition for skipping. • School took part in the Santa Dash. 15 minute run to collect miles to reach the North Pole. 	

<p>To provide specialist sport clothing and equipment for children representing the school *Summer Covid Depending.</p>	<ul style="list-style-type: none"> • To source specialist clothing for key sports the school participates in. • Order clothing and any additional storage required to house new clothing. 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
To ensure PE staff deliver high quality lessons to pupils.	<ul style="list-style-type: none"> • Questionnaire staff to see what areas need training. • Source virtual and live training. • PE staff get to attend training to develop knowledge and skills in specific sports. • Implement what has been learnt into the curriculum or disseminate to staff. 	£1500	<ul style="list-style-type: none"> • Part 1 Gymnastics completed by both PE teachers. • Part 2 practical TBC. • Support staff have been offered training to support them in PE lessons. 	<i>Sustainability and suggested next steps:</i>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
To create a PE curriculum that develops pupils skills over time and that is consistent on a yearly basis.	<ul style="list-style-type: none"> • To create a long term PE curriculum map. • To develop and focus a Curriculum pathway for PE that shows a clear path through KS1 and KS2. 	£4000		

<p>Introduce new sports to pupils.</p>	<ul style="list-style-type: none"> • Jump Rope and Squash are taught to pupils for the first time as part of the PE curriculum. • To purchase any new equipment that is necessary for the new sports and activities sessions 		<ul style="list-style-type: none"> • Pupils are excited to participate in jump rope. They have increased skill and endurance. <p>https://drive.google.com/file/d/1FAN2js_kAhYf7cG_mH_rOc8H9zrbal3B/view?usp=sharing</p>	
<p>To establish strong links with outside specialists to come into school and teach</p>	<ul style="list-style-type: none"> • To make contact with local providers. • To get families to share club links children use locally. • To look at using our area to improve provision outside of school including tennis, sailing, beach volleyball. • To use facilities outside of school for PE lessons. 			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<ul style="list-style-type: none"> For all pupil's to compete in Intra School Competitions + ++ +	<ul style="list-style-type: none"> Plan and diarise key sporting events in the diary. Use PE time to have intra sport competitions as well as specialist allocated days such as sports day etc. To have a reward system that supports Intra competitions through purchase of trophies, medals, certificates. Record results and think about how this can be shared through the year. 	£500	<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> For pupils to compete in the virtual competitions offered by our School Sports Partnerships. 	<ul style="list-style-type: none"> To organise participation with the virtual competitions during our school year. 		<ul style="list-style-type: none"> Pupils have participated in a virtual skipping competition. https://drive.google.com/file/d/1FAN2js_kAhYf7cG_mH_rOc8H9zrbal3B/view?usp=sharing Pupils confidence has increased in skipping and many have great success. 	