

# 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](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 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.

**\*\* 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](#).

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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>Key indicator 1. Investment in sports equipment for the playtime shed to allow pupils access to a wide range of equipment. Joint investment with BVS Friends (Tesco) on new Multi-gym installed on school field.</p> <p>Key indicator 2+3 Whole school training in real PE and investment in Real Legacy to continue training available to staff.</p> <p>Key indicator 4 Equipment for after school clubs eg Table tennis tables. This has allowed 70% of pupils to access either lunchtime or after school clubs. Over a range of 20+ clubs. (Pre-COVID data)</p> <p>Key Indicator 4 + 5 Through school sports days, cross country and inter-house games 100% of pupils have been able to be involved in competitive sport over a range of activities.</p> <p>Key Indicator 5 Over 50% of pupils have been able to represent the school in intra-school events through North Norfolk School Sports Partnership and Norfolk School Games as well as events at Aylsham High School.</p>	<p>Yearly stocktake to identify areas where equipment needs replacing. Pupil Surveys on what things they would like during break times. Invest in extension of outdoor gym equipment to increase pupil knowledge and access to play/exercise equipment.</p> <p>Training in Real Gym and Real Dance new packages and identifying new staff who require Real PE training. Continued support of all staff in delivery of Real PE and completion of assessment tool.</p> <p>Yearly stocktake to identify areas where equipment needs replacing. Pupil Surveys on what clubs they would like to see.</p> <p>Continue to enter all events available for Intra-school sport. Train sports Leaders through Real Leader scheme to help run lunchtime clubs and support inter-house competitions.</p> <p>Continue to enter all events available for Intra-school sport.</p>

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

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.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £4238.56</b>	<b>Date Updated: 19<sup>th</sup> March</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £4238.56
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p><i>Your school focus should be clear how you want to impact on your pupils.</i></p> <p><b>To install an 8 station outdoor gym to extend the play equipment available to pupils in break and play time.</b></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p> <p><b>Renew quotes from suppliers in summer term.</b></p>	<p><i>Carry over funding allocated:</i></p> <p><b>£4238.56</b></p>	<p><i>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</i></p> <p><b>Pictures of Pupils at play during break time and lunchtime. Use as an after school club in the summer term.</b></p>	<p><i>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</i></p> <p><b>Long term availability of equipment for pupils to access during any free play time and planned in after school club use. This meets Key Indicator 1 – Engagement of all pupils in regular physical activity and 4 – Broaden experience of a range of sports and activities.</b></p>

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? <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.	55.22%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	38.81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83.58%
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?	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.

<b>Academic Year: 2020/21</b>		<b>Total fund allocated: £18460</b>		<b>Date Updated: 19<sup>th</sup> March 2021</b>	
<b>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</b>					Percentage of total allocation:
					43.4%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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:
<b>To install an 8 station outdoor gym to extend the play equipment available to pupils in break and play time.</b>	<b>Renew quotes from suppliers in summer term.</b>		<b>(£12095 less £4238 Carry over) £ 7857</b>	<b>Pictures of Pupils at play during break time and lunchtime. Use as an after school club in the summer term.</b>	<b>Long term availability of equipment for pupils to access during any free play time and planned in after school club use.</b>
<b>Maintain playground equipment.</b>	<b>Replace 2 netball post bases as rusted through.</b>		<b>£150</b>	<b>Access to 2 posts for playtime games and PE lessons renewed.</b>	<b>Check and maintain.</b>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2.5%
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:
Real PE to continue to be delivered by all staff.	Real PE at home launched for all pupils to access and all pupils given log ins and shown how to use.	None as part of Real Legacy 2 year package paid for last year.	CD assessment wheel filled in by teachers. Impact report filled in by GP 28% of pupils accessed Real PE at home during Lock down.	Continued application of Real PE fundamental skills and updating of CD assessment wheels. Yearly Real PE Impact reports
Sensory Circuit delivery across School	Training supplied to TA's so each year group can run their own sessions at the start of the day for their targeted pupils. Purchase of sensory circuit equipment for each year group.	Free, In house.  £462.91	Photos, Review by teachers on how the circuit impacts on the pupils learning for the rest of the day. Record of pupils attending and notes on abilities.	Monitor and maintain equipment and future investment to broaden/expand equipment available. Ensure staff are trained. Record system to monitor effect of the circuits.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2.4%
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:
Real PE at Home	GP attended online training and disseminated to all staff	None as covered by 2 year real legacy funding purchased last year.	Completion of CD assessment wheel.	Use of homework link by teachers to show pupils how they can access related learning at home.  Once teachers are trained they can incorporate dance and/or dance into their teaching alongside a key cog. Liaise with GP on any fundamental skills areas he will need to teach from real PE.
Real Gym	GP to Attend online training (Either disseminate to staff or book whole school training in future)			
Real Dance	GP to attend online training (Either disseminate to staff or book whole school training in future)			
Real PE	GP to train AG and JP in use of real PE (Look for course for them to attend.)			
Safe use of gym equipment installed by pupils.	Training given to break and lunchtime staff on safe use and applications for the new gym equipment.	£450	Pupils can access and freely use equipment safely and with the knowledge of the benefits each machine offers	Regular maintenance and safety checks.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2.4%
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 access to a range of clubs/activities	Investment on music PA system	£435	Photos. Use in after school/lunchtime clubs such as dance. Available for use on school sporting events such as sports days.	Maintain.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Maintain schools commitment to attend a wide range of sporting events outside of school.	Transport to events	£0 due to no external events due to COVID	Participated in Norfolk school games virtual games with year 3,4,5,6 entering sportshall athletics and cross country. Years 4,5,6 entered tri-golf.	Hopefully with a return to full sporting completion availability investment in travel cost to resume and maintenance of school sports kits
Ensure inter-house events are available for pupils to access within school	Sports day, Inter-house competitions.	£0	All year 3,4,5,6 Pupils participated in Cross Country and Sportshall Athletics virtual games which doubled as an inter-house competition. Years 4,5,6 Virtual Tri-golf also used as inter-house competition.	Maintenance of school equipment. Real Leader training to sports leaders to help support events within school.

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