

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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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:

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

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: £8,000	Date Updated: 23/03/21			
What Key indicator(s) are you going to focus on? Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity. Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.				Total Carry Over Funding: £8,000	
Intent	Implementation		Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>1) Raise the profile of PESSPA across the whole school and, as a result, encourage more children to take part in physical activity.</p> <p>2) Encourage more children to enjoy PE and take part in physical activity at St Laurence as a result of the new equipment that is purchased.</p> <p>3) Provide training for children in cycling and giving them the practical skills that they need to do this safely.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>1) To liaise with a playground project company and agree on the best possible price to install an outdoor gym area in the Key Stage 2 playground. After the outdoor area is installed, the PE subject leader will set up a video as an induction to show the rest of the children at the school how to use the equipment safely. Over the course of the year, a timetable for playground and lunchtime provision will be created to use this outdoor gym area</p>		<p>Carry over funding allocated:</p> <p>£3,250 to refurbish current outdoor and indoor established school equipment</p> <p>£4000 of this funding allocated to support the fund of the installation of KS2 exercise equipment</p> <p>£250 x 3 (£750 in total)</p>	<p>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? :</p> <p>The majority of children at St Laurence will be taking part in at least 30 minutes of physical activity a day.</p> <p>More children will be enjoying the PE that is taking place in school due to an increase in quality of equipment. More children enjoying provision which is offered at lunchtime with an effective rota for using the outdoor gym area.</p> <p>Children will develop the skills to learn to ride a pedal bike without the use of stabilisers. Children will develop the fundamental skills of cycling.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year? :</p> <p>There will be an increased participation in physical activity with more children more motivated to take part in physical activity during the course of the school day with the provision that is being provided.</p>

	<p>safely.</p> <p>2) Create a list of items that are needed for all year groups and purchase these to support lunchtime provision and PE lessons. These include the safer installation of netball posts. Discuss any shortages of equipment with mid-day supervisors and phase leaders.</p> <p>3) Liaise with CSSP for the best possible time to deliver 6 sessions of Bikeability with the Reception cohort.</p>		To embed cycling into the lives and psyches of all children.	
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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 2020.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10%
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?	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: £18,700	Date Updated: 25/11/20	
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: £1,550	Evidence of impact: what do pupils now know and what can they now do? What has changed? :	Sustainability and suggested next steps:
Trained mid-day supervisors to lead lunchtime activities with the children at lunchtime.	Mid-day supervisors to receive regular training in their delivery of lunchtime activities to help to engage children in physical activity.	£200 (MDS trained by PE specialist)	Children will be enthused by physical activity and use the outdoor gym area as an incentive to get active.	Continue to support and facilitate the lunchtime supervisors in their activities that they provide for all children.
To engage the least active children in targeted physical activities	Weekly 'Legendary Legends'. Least active children within school take part in fun, engaging physical activities run by midday supervisors.	£200	N/A yet.	Weekly 'Legendary Legends' to begin in autumn term next year when targeted children are identified at the start of the school year.
To order more brand new PE equipment to be used in PE lessons, lunchtime activities led by lunchtime supervisors and Legendary Legends.	Inform staff of the new equipment and organise this into the indoor and outdoor PE cupboards as well as clearly labelling this.	£1,150	Increased participation by children at lunchtime and more enthusiasm to take part during PE lessons.	

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Key indicator 2: The profile of PE/SPA (Physical Education, School Sport and Physical Activity) 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: £10,000 (£4,000 used from fund which had been carried over).	Evidence of impact: what do pupils now know and what can they now do? What has changed? :	Sustainability and suggested next steps:
Organise for the installation of play area equipment in the Key Stage 2 playground which allows for 6 children to use the facility at one time.	Installing this outdoor fitness area in December to ensure children have two full terms to make best use of this area in the academic year (2020-21).	£10,000 (£4,000 used from fund which had been carried over).	Increased participation in physical activity. All children to be undertaking at least 30 minutes physical activity a day in school.	A timetable to be introduced during the day for all years in Key Stage 2 to best make use of the outdoor facility and to continue to raise the profile of Physical Activity across the school.

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: £3000.	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
The school to receive 1 CPD session to support teacher's delivery of Physical Activity sessions in different areas of the curriculum.	CPD session suited to the staff's needs and confidence levels. CPD carefully chosen in line with Survey Monkey questionnaires completed at the end of last year.	£900	These sessions will enhance PE pedagogy and increase the confidence of teaching areas of the PE curriculum that teachers need to develop. This will have a direct result on the children's engagement and enjoyment of PE lessons and more children partaking in physical activity in and outside of school.	Teachers are more confident in delivering important areas of the curriculum. Teachers also feel comfortable asking for guidance in teaching areas of the curriculum where they need support. To continue to work closely with CSSP to ensure they are providing support for teachers.
Supply costs for releasing staff	PE leader released 4 x 0.5 0.5X6 days in total to release teachers to attend competitive events	£360 £540	Release time for the PE Lead to monitor, observe and give feedback to teaching staff. Support teaching staff with planning and preparing for competitions Children are given opportunities to compete and develop their skills in a range of sports	

The PE lead to receive CPD sessions to ensure confidence in leading the subject across the school in his first year of the subject leadership.	CPD online course with Ian Roberts 'What does outstanding PE look like in Primary School'. CPD online course with Ian Roberts 'New and inexperienced subject leaders'.	£45 £45	Opportunity for PE lead to build confidence and ensure PE standards are maintained at the school.	
6-week programme supporting NQTs in building their confidence of PE planning and delivery working alongside CSSP staff.	Ensure all new staff are given the same opportunities for CPD that other members of staff have received in previous years. Athletics to be the chosen activity with an inter-school competition provisionally scheduled in for the summer term.	£1000	To build confidence in newly-qualified teachers and ensure high standards for the delivery of PE sessions in order to provide children with positive PE experiences.	

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

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: £2,500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide children with a broad and balanced curriculum where they are given opportunities to develop skills outside of the classroom from specialist programmes.	Liaising with Grafham for them to facilitate an alternative provision to our overnight residential.	£1,000 budget	Children will develop a broad range of skills, learning how to link them to make actions and link sequences of movement Take part in outdoor and adventurous activity challenges both individually and within a team. In this case, it is hoped that these wide range of skills and acquiring and developing knowledge will help children to	Continue to liaise with different companies to provide children with a broad and balanced curriculum. If there are still fewer opportunities as a result of Covid, ensure alternative arrangements are organised (companies delivering activities at school).

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			survive and thrive in the natural environment.	
Provide children with opportunities to be active during Science.	Create an 'Active Science' budget where children are encouraged to use the new equipment that is purchased to carry out more accurate experiments outside and being active at the same tie. I feel this is very important in order to create cross-curricular links, which justifies the large budget for this key indicator.	Total so far: £1,500 budget.	Ensure cross-curricular objectives for PE and Science, whilst children are keeping active too ensuring they are receiving a broad and balanced curriculum.	

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: £1650.	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide children with the opportunity to take part in regular virtual school competitions	<p>Communicate with different class teachers and phase leaders and provide both with information for upcoming events.</p> <p>E-mail Primary Competition Calendar to Phase leaders and JustDo Sport coaches so PE lessons are in line with upcoming competitions.</p> <p>Visit the www.cambridgesp.com to view and book events and activities that are taking place across the academic year.</p>	£900	An increased participating in school sport across the school for all Key Stage 1 and Key Stage 2 children.	Continue to provide opportunities for all children to take part in school competitions.
Scooter Wise	Specialist teachers deliver series of a balance bike and scooter lessons to children in EYFS and KS1	£250 x 3 = £750	To develop the core fundamental skills of balance. For children to ride a 2 wheeled scooter safely and enjoy the freedom and fun that riding a scooter provides. Promotes balance, coordination and sensory integration and encourages active travel to and from school.	Continue to provide children with this highly successful course (along with Bikeability).

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