

# 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 **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](#).

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>Since the introduction of the PE and Sport Premium in 2014, Springwell Learning Community has used the funding to work collaboratively with occupational therapists to develop our pupils' underdeveloped sensory systems, this helping to bridge the sensory developmental gap and improve fine and gross motor skills.</p> <p>The PE Curriculum continues to be broad and engaging with all staff receiving training and developing their confidence around delivering high quality sport. Sports clubs, tournaments and competitions and our hugely successful Sports Day have been subsidised allowing a wide range of sporting activities to be offered to the children. PE and sporting equipment has continued to be replaced and enhanced.</p>	<p>Further development of resources to improve the engagement of pupils in sporting and physical activities during lunchtimes and break times, reducing the number of negative incidents of behaviour at these times.</p> <p>Further develop the enrichment curriculum through investment in new resources to support the delivery of new and engaging physical activities. Increased numbers of pupils will engage in KS2 enrichment sessions.</p> <p>Develop a legacy and ethos of sport and physical activity to support and improve academic and SEMH development across the KS2/KS3 curriculum, ensuring that opportunities are not reduced when pupils transition through the school.</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 2020.	70%
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?	80%
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?	Yes

## 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: £16,390</b>		<b>Date Updated: 12/11/2020</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:
					12%
<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:
Increase the numbers of pupils engaging in physical activity and play during unstructured times.	<ul style="list-style-type: none"> <li>Invest in a range of new and engaging indoor and outdoor resources to support staff to setup and effectively run physical activities during lunch and break times.</li> </ul>	£2000	There is clear evidence that play and physical activity can support pupils to emotionally regulate, whilst improving the physical health and fitness of the pupils.		Resources should last for a significant period of time before requiring to be gradually replaced. The variety of physical activities on offer needs to be refreshed throughout the year to ensure continued engagement.
<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:
					13%
<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:

Additional opportunities for physical activity during the primary school day – Curriculum.	<ul style="list-style-type: none"> <li>• Active Phonics</li> <li>• Outdoor Learning</li> <li>• Wake Up, Shake Up (KS1)</li> <li>• Kagan – Silly Sports and Goofy Games Brain Breaks (Play)</li> </ul>	£1550	Our pupils need play to take a break, to get energized, to nourish the brain, to sharpen their reflexes, to release emotions and to enjoy others, which develops cooperation. The impact is that pupils are settled, ready to learn and able to concentrate for longer periods.	Opportunities for physical activities within the curriculum should be timetabled and part of the daily routine. Staff should be trained and confident when delivering brain break activities.
Develop a sporting ethos legacy to provide KS2 pupils with continued access to additional sporting provision as they move throughout school.	<ul style="list-style-type: none"> <li>• Identify key areas of the KS3 provision that will impact or reduce the access to physical activity as pupils transition from KS2 to KS3.</li> </ul>	£540	The provision for continued high quality PESSPA will be extended through the school to KS3, increasing engagement of pupils in high quality PESSPA. There is strong evidence suggesting greater academic achievement for pupils who engage in PESSPA regularly.	Investment in the resources within KS3 will provide pupils with extended high quality PESSPA throughout their time at Springwell.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
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:
To continue to provide staff with professional development opportunities to develop confidence and help them support PE and sport more effectively including leading effective, well-structured outdoor games sessions	<ul style="list-style-type: none"> <li>Staff to engage in a range of sports based CPD training and share practice with other staff across the school.</li> </ul>	£1500	More staff within the KS2 environment become confident in delivering structured physical and play activities.	Staff share their expertise with other members of the key stage, providing long lasting knowledge and training for staff.
Staff training around fine and gross motor skills development and sensory integration.	<ul style="list-style-type: none"> <li>Sensory integration training</li> </ul>	£3000	<p>Pupil's sensory need are identified and sensory diets prescribed where appropriate. Pupils will benefit from daily sensory circuits, a series of activities designed specifically to wake up all of the senses.</p> <p>Sensory interventions can have a positive impact on improving communication, interaction skills and motor skills. Pupils who have been following a sensory diet have been able to focus for longer periods and are learning to self-regulate independently.</p>	Iris Connect to be used to collaborate, capture and share best practice.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28%
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:

Pupils will engage in a range of new physical activities that can be offered throughout lesson times and enrichment.	<ul style="list-style-type: none"> <li>Resources and equipment meet the needs of our pupils and promote engagement, enjoyment and participation.</li> <li>Sports equipment to include bikes, helmets, scooters, multi-skills.</li> </ul>	£2800	Increased participation in extracurricular physical activity.	Pupils to move forward to complete safety qualifications such as bikeability.
Additional swimming instruction for pupils in Y5 who could not swim 25m unaided.	<ul style="list-style-type: none"> <li>Additional swimming programme</li> </ul>	£1800	Higher percentage of the Y6 cohort being able to swim 25m unaided.	To support a member of the PE department through the swim coach qualification.

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				19%
<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:
KS2 pupils will engage in an increased number of competitive sport across the academic year.	<ul style="list-style-type: none"> <li>Annual Sports Day</li> <li>Inflatable assault course</li> <li>Football fixtures</li> <li>Funding transport to take pupils to external events</li> <li>Implement a reward system that celebrates achievements in PE, including effort, fair play.</li> </ul>	£3200	Pupils recognise the wider benefits of participating in sport and consider it an important part of their development. Opportunities to compete are provided through our very successful sports day. Sports Day allows all our pupils to engage in sporting activities, compete but most importantly have fun. An opportunity for our pupils to develop team	The school will continue to look at opportunities to participate in competitive sport across the Special Partnership Provision.



			building skills, resilience and inspiration to challenge themselves and develop a love of being active.	
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