

# 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><b>KI1- The engagement of all pupils in regular physical activity</b></p> <p>All pupils complete the daily mile. Children have access to a range of play equipment to encourage physical activity at lunch times and have games arranged by sports leaders. All children have access to 2 hours PE and Games a week in curriculum time. As a result of this we were awarded the Platinum School Games Mark.</p> <p><b>KI2- The profile of PESSPA (PE, School sports and Physical activity) being raised across the school as a tool for whole school improvement</b></p> <p>PE, school sport and physical activities were celebrated in school newsletters, the school twitter account and on the school website where children have written match reports.</p> <p><b>KI3- Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <p>Staff have access to a comprehensive scheme of work to support knowledge when teaching PE and Games.</p> <p><b>KI4- Broader experience of a range of sports and activities offered to all pupils</b></p> <p>A variety of clubs are offered after school (although not free to pupils). Children have access to different sporting opportunities during PE lessons led by class teachers.</p>	<p><b>KI1- The engagement of all pupils in regular physical activity</b></p> <p>More specific sporting opportunities at lunch times for children to be active across the age range during the year. Ensure children have access to a wider variety of sports activities throughout their time at St Joseph's through taster sessions and coaching opportunities in key sports or physical activities.</p> <p>Create an outdoor Gym that can be used by all year groups.</p> <p><b>KI2- The profile of PESSPA (PE, School sports and Physical activity) being raised across the school as a tool for whole school improvement</b></p> <p>Develop PE policy that focuses on the importance of PESSPA.</p> <p>Ensure all large physical equipment is updated and in good working condition to enable physical activities to take place for all during indoor PE.</p> <p>Raise the profile of PE by ensuring all children follow the School Games values for showing improved skills, determination, sportsmanship and participation.</p> <p>Develop a weekly PE award for each class to highlight excellence and the PE core values. Ensure children who attend competitions and sports events are celebrated in assemblies, on twitter and the school newsletter.</p>

**KI5- Increased participation in competitive sport**

Received Platinum Award for School Games competitions in 2018-2019 and 2019-2020

All children in Yr 6 participate in a 2 inter school sports competitions.

Regular intra school sports competitions for KS2 classes linked to school games values.

Entered 2 teams into the county cross country 1<sup>st</sup> round 2018 / 2019

West Suffolk Area Final wins - leading to competition in the County finals in the following sports:

- Indoor Athletics (mixed)
- Quad athletics (mixed)
- Basketball (mixed)
- Hockey (mixed)
- Netball (mixed)
- Girls Cricket

Won two county finals in summer 2019 (Girls cricket and mixed hockey)

**KI3- Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Ensure all staff complete a staff questionnaire to guide bookings for training for the next academic year related to need.

Observe staff teaching to see where gaps are in skills, knowledge and confidence. Use Cambridgeshire scheme of work to assist in training of staff to improve skills.

Look at courses available and match staff to training opportunities.

**KI4- Broader experience of a range of sports and activities offered to all pupils**

Look at current club bookings and registers to see if supply and demand are met. Support for review and reflection - considering the 5 key indicators from DfE.

Ensure all clubs are offered free to pupil premium children so that they can access sports and physical activities normally unavailable to them.

**KI5- Increased participation in competitive sport**

Keep registers of all children attending sports competitions so a wider spread of children are accessing opportunities including those with SEN, PP, EAL.

Continue to take part in school sports partnership events and school games events. Maintain the Platinum mark for school sports.  
Register with YST for accreditation.

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 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 - £17300</b>		<b>Total fund carried over: £9004</b>	<b>Date Updated:22/11/20</b>	
What Key indicator(s) are you going to focus on? <b>KI1- The engagement of all pupils in regular physical activity</b> <b>KI4- Broader experience of a range of sports and activities offered to all pupils</b>				Total Carry Over Funding: £ 9004
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	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?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
To replenish equipment / introduce new equipment so when children are undertaking physical activity, they have quality resources and will be engaged in their PE lessons.	Source cost of new equipment from suppliers and create a requisition form for Head to agree. Liaise with office to inform them of deliveries etc.	£3000	All children have access to age-appropriate equipment for PE lessons which is enabling staff to correctly teach the Cambridgeshire scheme.	Ensure correct storage to reduce replacements costs which will enable a broader range of sports can be offered as new equipment for different sports can be bought.
	Develop storage of equipment to ensure resources kept in good condition.	£1315	The new storage facilities have enabled safe storage and easy access / use for the school sports leaders.	Continue to monitor the storage areas to ensure that equipment is correctly stored to enable reduced spending on equipment in the future.
Outdoor Learning (specialist staffing)	To provide pupils with the opportunity to undertake a range of practical activities, in a physically active outdoor environment, helping to	Yes - £4689	Utilising specialist staff has enabled staff to gain confidence in delivery of the forest schools. This is supporting our youngest children to learn how to be	Develop the forest school area and curriculum, continuing to use specialist staff to upskill and train staff.

	promote healthier lifestyles and develop team working skills.		active and enjoy the outdoors in a safe way.	
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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? <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.	44 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	44%
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.

Academic Year: 2020/21		Total fund allocated: £17,350		Date Updated: 12/12/2020	
<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>					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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
More specific sporting opportunities at lunch times for children to be active across the age range during the year.	Set up a rota for the year to ensure all children have access to the provision. Keep a list of children that attend to see who is accessing offer.	Subject leadership release time.	Due to covid and mixing of classes this was unable to be achieved. It will be carried over to 21/22		To be completed in 21/22 academic year.
	Replenish old PE and lunch time equipment that gives a variety of possible physical activities for all age ranges.	£2482	This has ensured that all children have access to age appropriate equipment to maintain a healthy lifestyle. All children are active during breaktimes.		Use of play leaders and MDSA's to ensure that equipment is used to develop children's gross and fine motor skills as well as to keep children active.
Develop 'daily mile'	Repaint lines / games on the playground	£1000	Due to covid this was unable to be achieved. It will be carried over to 21/22		To be completed in 21/22 academic year.
	Track how far each class is doing and set targets for how far they need to get. Take part in virtual cross country in all classes.	Subject leadership release time.			

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Key indicator 2: The profile of PESSPA 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Ensure the long-term plan and scheme of work in place is being used which ensures progression of key skills and sports across each of the key stages including EYFS.</p> <p>Develop a weekly PE award for each class across the school to highlight excellence in PE.</p> <p>Ensure children who attend competitions and sports events are celebrated in assemblies, on whole school story and the school newsletter.</p>	<p>Monitor usage of the Cambridgeshire PE scheme and ensure all teachers have access / know how to use it.</p> <p>Meet with Head to agree on certificate in celebration assembly each week. Create a PE certificate that can be used by all stating participation, skills and sportsmanship (linking into school games values).</p> <p>Inform Head with a report for school newsletter. Email Head if sports competitions need to be included in assemblies that week.</p>	<p>Subject leadership release time.</p> <p>Subject leadership release time.</p> <p>Subject leadership release time.</p>	<p>The whole school are using the PE scheme which has ensured continuity and progression across all phases. All staff have the relevant files in SharePoint.</p> <p>Due to covid no sports fixtures were able to take place.</p>	<p>Due to covid observations / pupil discussions did not take place. These will be planned for the 2021-22 academic year.</p> <p>To be completed in 21/22 academic year.</p>

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase the confidence, knowledge and skills of all staff teaching PE in key areas identified.	<ul style="list-style-type: none"> <li>• Email questionnaire with deadline.</li> <li>• Analyse questionnaire information.</li> <li>• Arrange times to observe lessons with permission from head.</li> <li>• Inform staff of observations and reason behind observation.</li> <li>• Set observation format and share with staff.</li> <li>• Contact various accredited providers to get prices, dates and course outcomes.</li> <li>• Inform SLT of information and organise booking of most appropriate course for maximum impact.</li> </ul>	CT - £1150  Other training including NGB awards: £700	Due to covid no in person courses were able to take place.	To be completed in 21/22 academic year.
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Develop the new long-term plan and scheme of work so a variety of sports are taught to all children as they progress through the school.</p>	<p>Share long term plan Monitor how the long term plan is being taught across the school.</p>	<p>Subject leadership release time.</p>		
<p>To develop the forest school curriculum by purchasing equipment to extend the range of activities the children are exposed to.</p>	<p>Liaise with the forest school / EYFS team. Parts of the forest school long term plan to be rewritten to include new activities.</p>	<p>£500</p>	<p>Improved development of the children's fine and gross motor skills they require. These skills will impact on their ability to write with stamina and control. The extra skills in terms of perseverance, hand eye coordination, team building, self-expression and cardiovascular fitness will support development and help achieve the early learning goals.</p>	<p>Develop the forest school area and curriculum to support a broad and balanced curriculum</p>
<p>Invest in outdoor table tennis tables and indoor table tennis tables (space dependent).</p>	<p>Work with lunch time staff to ensure that the tables are being used.  Run an afterschool club.</p>	<p>£1400</p>	<p>Due to redevelopment of the playground with a new classroom block this has been delayed.</p>	<p>To be completed in 21/22 academic year.</p>

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To take part in school sports partnership competitions and School games competitions throughout the year.	Keep registers of all children attending sports competitions so a wider spread of children are accessing opportunities- those with SEN, PP, EAL.	Subject leadership release time.	Due to covid no sports fixtures were able to take place.	To be completed in 21/22 academic year.
	Introduce as many children as possible into the world of competition in a variety of sports.		Due to covid no sports fixtures were able to take place.	To be completed in 21/22 academic year.
	Work with office to book coaches, cover staff, write risk assessments, write parental information letters and consents, log trips with evolve, track data of children that attend, share events for school community to raise profile.	Subject leadership release time.	Due to covid no sports fixtures were able to take place.	To be completed in 21/22 academic year.
	Subject release time to attend competitions as well as for the hire of busses	£1532	Due to covid no sports fixtures were able to take place.	To be completed in 21/22 academic year.
	Work with gymnastics coach so we can enter gymnastics competition.	Subject leadership release time / £250 for	Due to covid no sports fixtures were able to take place.	To be completed in 21/22 academic year.

	Purchase additional gymnastics apparatus to enable participation.	specialist coaching £1000	Due to covid no sports fixtures it was decided to hold off on equipment purchase until requirements of the competition are released.	To be completed in 21/22 academic year.
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Signed off by	
Head Teacher:	
Date:	12/12/20
Subject Leader:	
Date:	12/12/20
Governor:	
Date:	12/12/20