

# 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](https://www.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:
30 minutes a day at school awareness of children High percentages of children in KS1 and KS2 involved in virtual competition 95 out of 96 children achieving the swimming standard Quality of curriculum: Progression Pathway completed PE Handbook Curriculum map Competitions National School Sport Week Sports Day (virtual to those at home) Adaptation made by the school during COVID; continuing high standards and high engagement levels in physical activity at home and at school Explicit links made with PHSE: Trick Box My Personal Best Skills and knowledge of staff supported through CPD from MB and EW. Targeted year groups identified. Lesson plans and resources utilised by targeted year groups – followed up.	Continue to develop and ensure high standards in teaching and learning in gymnastics  Monitor implementation of Progression Pathway document, exploring outcomes and progress in each year  Children will know, apply and identify 5 ways to well-being and implement  Through CPD and JPD, staff expertise impacts and children consistently experience high standards in teaching and learning  Maintain an active provision where children can compete within and outside of the school setting; take part in a range of virtual events. Seek opportunities to involve all children  Continue to reach out to those less active children and find ways of working particularly with COVID restrictions, with home to engage and promote physical activity

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.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £700
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To ensure consistently high standards in teaching and learning in PE</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Provide CPD in gymnastics: work alongside teaching staff. EW attend YST webinars, aimed at returning to school post covid.</p>	<p>Carry over funding allocated:</p> <p>£700</p>	<p>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?:</p> <p>Shared vision; shared approach. Raised standards in teaching and learning: consistency in year teams and across the school Observations note high quality outcomes. Children show progress in gymnastics from one year to another. Subject monitoring forms reflect this.</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>

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.	99%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	99%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	99%
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.

Academic Year: 2020/21		Total fund allocated: £20,426	Date Updated: December 2020	
<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				Percentage of total allocation:
				25%
Intent	Implementation		Impact	£5020
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:
Raise awareness of importance of engaging children in physical activity	Staff meeting to promote 30 minutes of quality physical activity		Staff understand and 'buy in' to the principle. Classrooms show regular (min 3x daily) brain breaks	
	Prioritise teaching children about the importance of physical activity; make the links explicit between PSHE, PE and Science	£360	Children have a good knowledge and understanding about why physical activity is so important. Each child opts to take part in physical activity and chooses to engage during brain breaks, during PE lessons and during play and lunch time activities every day.	
To identify the least active and those at risk of not achieving 30 minutes physical activity a day at school	Target children identified. Teachers aware. TAs working with children at play and lunch times giving focus roles and increasing engagement levels	£180	Focus children engage in daily physical activity (monitored by TA's, and are relentless in ensuring 30 minutes a day for each child as part of classroom practice.	

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	Seek opportunities to identify and signpost interests; utilise club links	£360		
	Maximise opportunities to engage less active target children by giving them roles through whole school projects – step to the beat	£720	Identified children are consistently active throughout PE lessons	
	PE staff aware of less active; adults work relentlessly to inspire and promote physical activity		Staff knowledge results in vulnerable group of children receiving personalised learning during PE lessons; where appropriate, with support from another adult	
	All staff aware of EHCP/special needs which prevent children from engaging	£360	Staff use a wealth of resources and have a range of websites. 100% of children engage positively in brain breaks	
	Share activity break ideas through staff meetings and notices.	£180	100% of children involved in all initiatives (see Key Indicator 5)	
	Work with SGO to implement initiatives across the school	£360	Parents ‘tweet’ and respond to home learning challenge. School note 100% of children engage.	
	Engage parents through Powerful Learning at Home challenges/tasks and engagement on Teams (VLE)			
	Assign Bronze Ambassadors and Play Leaders to devise/run activities. Children to ‘train’ TAs how to organise/run activities	£360	Ensures children’s mental and physical health is supported by age appropriate activities,	
	Daily Head, Heart, Hands activities			

To maintain fitness levels and inspire an active lifestyle at home, focussing on encouraging participation for those at home during COVID	to those at home during COVID	£100	Teachers are aware of which children have engaged in the lesson at home and can interact with them virtually	
	Weekly LIVE PE lessons for those at home and at school.	£605		
	Provide resource packs (cards) for specific year groups	£355	Continue links between home and school are strong, even during school breaks. Parents are aware of the importance of maintaining physical during the holidays.	
	Continue to send home physically active activities and resources from SGO- February half term 'Bucketful of physical activity.		All children across the school achieve 30 minutes a day physical activity.	
Improve physical activity levels in our most inactive pupils	All Pupils in school to take Koboca survey to identify physical activity levels and activities they would like to try. Engage pupils not meeting the CMO guidelines by providing activities they have requested	£720	Clubs have been set up to target the least active pupils. Pupils have attended these clubs; the least active group of children's attendance is monitored. Pupils from the inactive group are now accessing the CMO guidelines. Increase in % of pupils meeting CMO guidelines from Koboca report	
Ensure maximum uptake of our extra curricular clubs to engage as many pupils in extra curricular clubs as possible	Use Koboca survey results to identify the most popular time for clubs to reduce barriers for pupils to take part in physical activity. Actively encourage target group to engage in an extra-curricular club.	£360	Clubs delivered as breakfast, lunchtime and after school depending on demand. Average attendance at clubs is XX. Increase in % of pupils attending extra curricular clubs from Koboca report	



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				21%
Intent	Implementation		Impact	£3420
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:

Children will know, apply and prioritise well-being in their lives	Establish a Well-being Team (links between PSHE and PE Leads with YST Head teacher Ambassador)	£480	Children name the five ways; they know the difference and can describe each strand.	
	Utilise staff training sessions to share '5 Ways to Well-being' – VM to prioritise (YST) Take Notice, Give Back, Be Active, Connect, Keep Learning.	£360	Children make choices and talk about how to improve their mental and physical health	
	Teachers provide a range of opportunities during Head, Heart, Hands time each week; activities have clear links to Head (mental health), Heart (spirituality) and Hands (physical health).	£380	Children understand the reason for 'Head, Heart, Hands' and how it impacts well-being and enhances their lives	
	'Move of the Week' through Class Pairs: Classes introduce a 'Move' to implement throughout the week within their PE lessons	£180	Children will all be able to show the 7 fundamentals. They will have a foundation to confidently involve themselves in physical activity.	
	Trick Box: Teachers exploit opportunities for using Trick Box during PE lessons	£180	Children have a bank of 'tricks' to choose from in different situations. Children manage feelings, they connect with others, maximising their	
For a focus group of children to	Employed specialist PE teacher as a			

improve behaviour concentration	TA Sensory, personalised, focused breaks with dedicated member of staff. Structured provision to provide a balance of physical activity to enable concentration	£1300	involvement and they show a desire to improve.  Behaviour and attitude to learning is improved Children increase their time in the classroom: 90% of time in class concentrating.	
Ensure pupils are healthy and happy students	Target inactive pupils identified through Koboca with Change 4 Life clubs to improve the health of young people. All pupils to undertake the Koboca nutrition test to support pupils to make healthier choices. Support offered to those that need it.	£180	Pupils more alert. Brain function improvements, netter concentration and learning. School engagement improves – Stronger school engagement with improved attendance and behaviour.	Continue to establish which pupils will gain the most from the sports premium funding utilizing the reports from Koboca.
Focus on physical and activity during and post Covid school closure and as a priority returning to school	Prioritise physical activity and time away from screens Play interactively to focus on relationships and collaboration Promote involvement in virtual competitions and prioritise physical activity breaks daily, as part of Head, Heart, Hands and live PE lessons Rewards and recognition for involvement – EW attended YST webinars.	£360	Screen time is limited and children and engagement/concentration levels remain high Improved attainment and high submission rates daily of assignments Re-established relationships Progress in PE continues despite school closure	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				26%
Intent	Implementation		Impact	£5708
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 ensure consistently high standards in teaching and learning in PE	Collaborate with PSHE Lead to ensure Trick Box provision in PE Monitor, through observations, how Trick Box is being used within PE lessons	£360	Children (with adult support) use 'tricks' during PE lessons. Children are more independent at coping with barriers to learning by using 'tricks'	
	Work collaboratively with MB to establish a consistent approach Staff meeting time to share resource of 'My Personal Best' Work alongside year groups to train teachers to utilise the 'My Personal Best' resource Work through sample lessons with teachers Create a school display to share themes	£360	Teachers will incorporate the theme in their planning and in their lessons Teachers feel confident about incorporating My Personal Best in teaching and learning Children will being to explore the specific themes within 'My Personal Best'	
	Purchase 'Get Set for PE' resource Inform teachers about how to access the resources and the website Plan personalised lessons based on the scheme that meet the needs of the class	£1200	Teachers utilise aspects of the resource to support delivery and enhance their PE teaching Teachers confidence will increase with delivery Teachers have an improved skillset and wider vocabulary choices Children receive high quality	

	Identify individual, year group and whole school needs for CPD: provide support and utilise others to support across the school Modelling PE teaching to staff across the school. Staff needs identified and training provided. EW and MB	£1440	teaching which is responsive and adapted according to need  An improved provision for all children. Observations show that children are making better than expected progress and exceed outcomes on Progression Pathway. Staff using Progression Pathway document and develop technical subject knowledge whilst working alongside staff member with expertise. Teachers know progressions in gymnastics from one year to another	
	Provide CPD in gymnastics: work alongside teaching staff	Carried over from previous year's spending	Shared vision; shared approach; shared vocabulary. Raised standards in teaching and learning: consistency in year teams and across the school Observations note high quality outcomes. Children show progress in gymnastics from one year to another. Subject monitoring forms reflect this.	
	Ensure a high quality PE provision including a range of physical activities. PE Ambassadors and children's surveys completed utilised to inform change	£200	Children experience a range of physical activities AfPE Quality Mark & School Games Mark show high standards are maintained / provision is improved.	
	Strong support and leadership	£400	Subject knowledge remains	



Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity.	within PE team. Weekly meetings. YST, BSSA and AfPE membership		current and we continue to lead in our practice.	
	Attend Bournemouth Primary School PE meetings	£560	Active members of BSSO. High levels of engagement of our children.	
	Publish PE Primary Spending document on our website and share with staff	£1008	Clarity of learning for each year group, across the school and for parents. Others get a sense of our PE curriculum and good practice	
	Use data from Koboca Report top requested activities from survey to shape training for teachers to ensure high quality lessons and clubs are provided in activities that interest pupils. Ensure staff are confident to deliver activities requested by pupils. Use Sports Premium where appropriate to provide training.	£180	High quality lessons delivered in engaging activities. Happy, engaged pupils. Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions. Increase in % of pupils accessing extra-curricular clubs from Koboca reports. Feedback from pupils.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				22%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£3918
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 achievements:				
All children experience a high quality PE curriculum	Monitor implementation of progression pathway documents. Provide CPD Monitor planning, teaching and learning Provide feedback Utilise the expertise of others Use pupil voice	£360	All children make progress and develop transferable skills, through carefully planned lessons	
100% of children experience a wide range (minimum 10 sports) within each year	Monitor that teachers are providing the experience and range of sports and activities within PE lessons.	£360	A wide range of sports and activities offered from teachers 100% of pupils take part in at least 10 sports per year.	
Continue to develop strong links with home	Opportunities for children to take part in physical activity with their parents/ carers through: Powerful learning at home challenges Whole school projects Newsletters Community opportunities (e.g. BH LIVE, AFCB) Virtual competitions School Games Organisers' suggestions	£360	Minimum once a month, children tweet and feedback engagement	
Sports specialist TA employed for After School physical activity	Target and appeal to children's interest (with a focus on children who achieve less than 30 minutes of physical activity) and provide a range of different game and activities	£475	Increased number of children participating in after school provision Increased levels of enjoyment Improved standard of acquired skills	

After school activity clubs offering an array of non-mainstream sports for children to 'find their thing'.	Look at skill set of all staff to ensure a full and balanced activity delivered each week. During NSSW, staff lead 'their sport' to provide opportunities for all children to engage in something new.	£900	Children become more confident and willing to try different sports. Their engagement and commitment increases. Different children engaged due to diverse activities on offer.	
Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active.	All Pupils to complete Koboca survey to establish most popular sports. Most popular sports for each year group provided. Most popular sports requested by least active group provided. Monitor uptake of clubs and actively encourage pupils from the least active group to attend activities they have requested.	£383	Registers at extra curricular clubs reflect an increase of pupils. Pupils not accessing 30 minutes of physical activity per day show attendance at a club this year. Reduction of pupils not meeting 30 minutes physical activity per day, as found on Koboca report.	
Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.	Use Koboca survey to identify which clubs pupils attend Create links with clubs and promote events/provision at local clubs Inform children and parents about local opportunities	£480	Increase in % of pupils attending community clubs as displayed on Koboca reports.	
For 100% of Year 6 leavers 2021 to achieve the standards of swimming	Top-up provision ensured Swimming achievement and progress monitored since cohort swam in 2018	£600	Criteria for swimming achieved	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
Intent	Implementation		Impact	£2360
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:
For 100% of children in three competitive activities/events	Engage all children in a range of competitive opportunities  Half termly, hold an intra house competition (KS2)  Provide lunchtime competitions and tournaments (Sports Ambassadors and Play Leaders to organise and run) to engage all children, particularly identified children, in a variety of activities and games. Target children who are less likely to take part	£780  £460  £340	100% of children involved in purposeful, contextual competition Powerful learning attributes and school values at the core of learning opportunity  At least 50% of children entering into the leagues each week. Children competing in sports for the first time Become more confident trying new sports and skills. Those who do not achieve 30 minutes take part	Monitor participation across school and ensure children's enjoyment levels are high. Ensuring all children have equal opportunities competing and engaging.  Ensure all teachers delivering the same types of sports/games.  Teachers are aware of those not achieving 30 mins of PA per day and can target.
Ensure opportunities for intra school competitions during COVID	Years 1,2,4, teachers sent a gymnastics competition after weeks of teaching virtually Years 3,5 teachers encouraged children at home to compete in a virtual football festival 'Shuffle Up Cards' with year group Intra Athletics – Whole school Inter Athletics competition run for 1 week, engaging all children, at	£350	Children display high participation levels and engagement during live virtual lessons and commitment class/year group competitions.  Opportunities for families to become more involved both physically and mentally. More children involved due to non-peer pressure for certain	Members of staff virtually teaching a variety of sports and games from across the PE curriculum, exposing the children to new skills and developments. High level of participation and engagement. Teachers are aware of those not engaging and will target.



	<p>home and in school. Children take part in 5 events throughout the week and submit their results. Results announced.</p> <p>Link with SGO to look at ideas for providing competitions that children can participate with at home. Part of home learning. (Move in 7 ways for 7 days, Quad Kids ks2, Virtual School Games, Cross Country Challenge</p>	£210	<p>individuals. Children's competitiveness is re-ignited and passion for participation levels high.</p>	<p>Link league competitions to current curriculum delivery. Provide training and support for SA to run leagues, refereeing, umpiring etc.</p> <p>Complete Koboca Survey every year to monitor % of pupils representing school in competitive sport and allow us to identify those that have not.</p>
Ensure all pupils receive the opportunity to represent school in competition	<p>All Pupils to complete Koboca survey to establish which pupils have not represented the school in sport. Ensure equal opportunities for all children to participate. Include all children and prioritise SEND and most vulnerable through Can Do competitions</p> <p>Create inter and intra competitions</p> <p>Use SGO centrally organised virtual events</p> <p>Create school events</p>	£320	<p>Year on year improvements on the % of pupils who have represented their school in competitive sport as found on Koboca reports. School Games Mark achievements highlights the school's engagement in competitions. 100% of children compete in a minimum of 5 competitions in the year.</p>	

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

Governor:	
Date:	