

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 **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:
<ul style="list-style-type: none"> PE Staff were able to deliver a wider range of sports to our children, particularly in the area of Athletics. Helped raise the profile of athletics within our school and compete in more events. Children felt a sense of pride and belonging when representing LPA at various football fixtures. The number of children attending PE sessions wearing the correct kit improved: From Spring 18/19 to Spring 19/20: <ul style="list-style-type: none"> As a school = from 82.1% to 85% Reception = from 82.6% to 94.6% Year Three = from 80.3% to 85.3% Year Four = from 86% to 90.3% Year Five = from 86% to 88% Year Six = from 79% to 88% Participation levels improved in gymnastics lessons, due to expanded and improved equipment available. This reduced waiting time and any lost learning. Children were more active during play times and lunchtimes, promoting exercise and play in order to improve physical wellbeing and reduce 	<p>The numbers of children wearing the correct PE kit increases throughout the academic year.</p> <p>% of parents invited attending workshops, increases throughout the academic year.</p> <p>Percentage of children who complete the daily mile consistently.</p>

percentage of obese children:

	Summer 2019 Year 6	March 2020 Year 6
% of children measured	97%	93%
Overweight %	11%	14%
Very Overweight (obese) %	31%	23%

- Provided an entry into a wide range of competitions, allowing the children to compete and bring a sense of belonging to the school.
- Enabled the school to compete at a wide variety of different sports.
- Achievements through TSSP:
 - Silver Medal in KS2 Archery competition.
 - Gold Award for the 12 Days of Christmas challenge.
 - Finishing in 11th place out of 31 in the Medal Table.
- Children were able to experience a range of sports to broaden horizons and skills.
- All PE lessons observed were judged as being good or better from learning walks.
- PE staff were able to share planning across the GLC primary schools, leading the way with delivery, planning and outcomes.
- Collaborative planning went towards the successful outcome of Intention 1 from the SDP (working together across the trust).
- Enabled children, including disadvantaged children to participate within a competitive sporting event, which in turn developed their confidence and gave them a sense of responsibility and belonging towards the school.

Club attendance in both the Autumn and Spring 19/20 terms:

- As a school = 44.5%
- Year One = 42%
- Year Two = 31%
- Year Three = 51%
- Year Four = 55%
- Year Five = 42%
- Year Six = 46%

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

*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.

Academic Year: September 2020 to March 2021		Total fund carried over: £6,150	Date Updated: 10/03/2021	
<p>What Key indicator(s) are you going to focus on?</p> <p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Total Carry Over Funding: £6,150</p>
Intent		Implementation		Impact
<ul style="list-style-type: none"> Improving the space available for children to engage in active play. The engagement of all pupils in regular physical activity. 		<ul style="list-style-type: none"> Sport related playground markings to be laid down, encouraging the children to play target games, invasion games etc. during lunch times. 	£3,000	<ul style="list-style-type: none"> Active play is encouraged and CMO guidelines for physical activity are achieved. Engagement across the school in extra-curricular clubs increases.
<ul style="list-style-type: none"> Providing the children with a variety of extra-curricular clubs, opening them up to new sports. 		<ul style="list-style-type: none"> Equipment of the less familiar sports (ones not on the curriculum) to be purchased e.g. Lacrosse, Tri-Golf etc. 	£3,150	
<ul style="list-style-type: none"> Involvement of school support staff so they can encourage participation in the activities. Continued focus on 60 active minutes per day which this contributes to. Intra-school competitions and school teams are implemented, based upon popularity of the new extra-curricular clubs. 				

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<p>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?</p>	

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: £21,310		Date Updated: 02/03/2021	
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: 20%
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?
<ul style="list-style-type: none"> To build regular physical activity into the school day for all students. Increasing the opportunities for children to engage in active play. Children led activities, learning responsibility through Play Leader and Monitor roles. To inspire regular activity and provide a daily mile/activity strategy. To utilise the Active School Planner tool to identify areas to improve the offer across the day for students to be active. 		<ul style="list-style-type: none"> Sport equipment purchased specifically for active play, decided and cared for by Play Leader and Monitors. Play Leader and Monitor training to take place. Daily Mile implemented into the school, with school staff encouraging participation. 		£4,262 Funding is dived equally between all 5 Key indicators.	<ul style="list-style-type: none"> Engagement in active play increases with a wide variety of equipment available to the children. Less active children are increasing their activity through Play Leader roles. Every child in the school meeting the CMO guidelines through active play and the daily mile initiative.
					Sustainability and suggested next steps: <ul style="list-style-type: none"> PE staff to provide training for other teaching and support staff. Maintain physical activity levels in children both in school and out of school. Develop relationships to outside sport clubs to further increase participation in physical activity.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
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:
<ul style="list-style-type: none"> To raise the profile of school sport within the school and Thurrock area. To ensure the PE subject lead is given time to develop the subject and to share learning and best practice To improve cognitive functioning and behaviour of the children, through PE/SS interventions. To work with targeted pupils on whole school priorities using PE and School Sport as the vehicle to raise standards. To use cross curricular PE/SS and PA interventions to raise standards in core subject performance. 	<ul style="list-style-type: none"> Work alongside the School Sport Partnership, to attend sport competitions. Create intra-school competitions targeting specific children that lack focus/behaviour issues. Attendance at PE Lead meetings and share outcomes across whole school, including SLT. Use PE Monitors and Play Leaders to help drive the expectations of PE to the children. 	<p>£4,262</p> <p>Funding is dived equally between all 5 Key indicators.</p>	<ul style="list-style-type: none"> Provided an entry into a wide range of competitions. Enabled the school to compete at a wide variety of different sports. Attendance data recorded from lessons and extra-curricular activities. Participation data shared with both staff and parents to increase the profile across the school. 	<ul style="list-style-type: none"> To work with targeted pupils on whole school priorities using PE and School Sport to raise standards. To ensure staff access PE specific CPD across the academic year to raise the profile and importance of the subject. Regular PE feedback slot at staff meetings to share knowledge. Encourage the involvement of all staff in extra-curricular clubs. Develop an ethos of shared responsibility across PE, SS and PA.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
<ul style="list-style-type: none"> Upskilling the PE staff in specific topic areas, to increase the depth of subject knowledge. To ensure students are able to actively participate in and contribute to high quality PE lessons. To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS 2. To ensure all students understand the importance of PE /SS and PA. 	<p>TSSP Subscription offering a wide range of CPD to PE Staff:</p> <ul style="list-style-type: none"> PE Leadership Programme Primary PE Subject Twilight Training Health & Safety in Primary PE - gymnastics focus School Swimming and Water Safety <ul style="list-style-type: none"> Gathering PE resources to support staff in school with the delivery of lessons. 	<p>£4,262</p> <p>Funding is dived equally between all 5 Key indicators.</p>	<ul style="list-style-type: none"> Deeper knowledge lessons provided to children in gymnastics, in a safe environment. Safe lessons delivered. National curriculum guidelines are met to a high standard. Records of meetings, notes and handouts. Observations and monitoring of PE delivery. 	<ul style="list-style-type: none"> Provide CPD to all staff, deepening the knowledge and profile PE has across the school. Provide LSA's with CPD in order to enhance physical activity during breaktime/lunchtime.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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:
<ul style="list-style-type: none"> • Hosting a variety of intra-school competitions at all ages. • Participating in school competitions through the TSSP alliance. • Providing every child with the opportunity to represent the school in a sporting competition. • Providing the children with a variety of extra-curricular clubs, opening them up to new sports. • All children to develop a love for sports in some capacity. 	<ul style="list-style-type: none"> • Access to a wide range of competitions and leagues through TSSP. • Competitions and tournaments created as a trust. • Tracking of children's attendance and engagement in broader extra- curricular sport. • Staff members to act as sporting champions to encourage participation. 	<p>£4,262</p> <p>Funding is dived equally between all 5 Key indicators.</p>	<ul style="list-style-type: none"> • More children competing against other schools in a variety of competitions. • Records of events entered, records of children and participation levels and percentages across school. • Extra-curricular attendance data, to show percentages of children participating in clubs. 	<ul style="list-style-type: none"> • Provide the children with a variety of avenues into certain sports (club affiliations etc). • Intra-school competitions and tournament results published and mentioned in staff briefings. • Allowing school staff to support PE specialists in a range of clubs. • Leaders to act as Ambassadors in school to advocate a greater engagement from their peers.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
<ul style="list-style-type: none"> • Hosting a variety of intra-school competitions at all ages. • Participating in school competitions through the TSSP alliance. • Children to take pride in representing their school in PE/SS. • Children developing transferable skills of teamwork, comradery, resilience. • Provide an opportunity for all children to represent the school. 	<ul style="list-style-type: none"> • Involvement of a wide range of students in a broad offer of competitions • Participation in TSSP Football and Netball leagues to increase regular competitive opportunities. • Develop intra competitive opportunities. • Achievements publicised to parents through the school website and newsletter. • Competitions and league results announced in weekly staff briefings and assemblies. 	£4,262 Funding is dived equally between all 5 Key indicators.	<ul style="list-style-type: none"> • Event calendar provided to children, staff and parents. • Participation data to track those children selected for competitions and leagues. • Competition results recorded and publicised. 	<ul style="list-style-type: none"> • Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit. • In school performance to engage and inspire future students. • Build intra competition into whole school diary • Celebrate the success of the students through an end of year Awards Night.

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

Date:	
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