

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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:

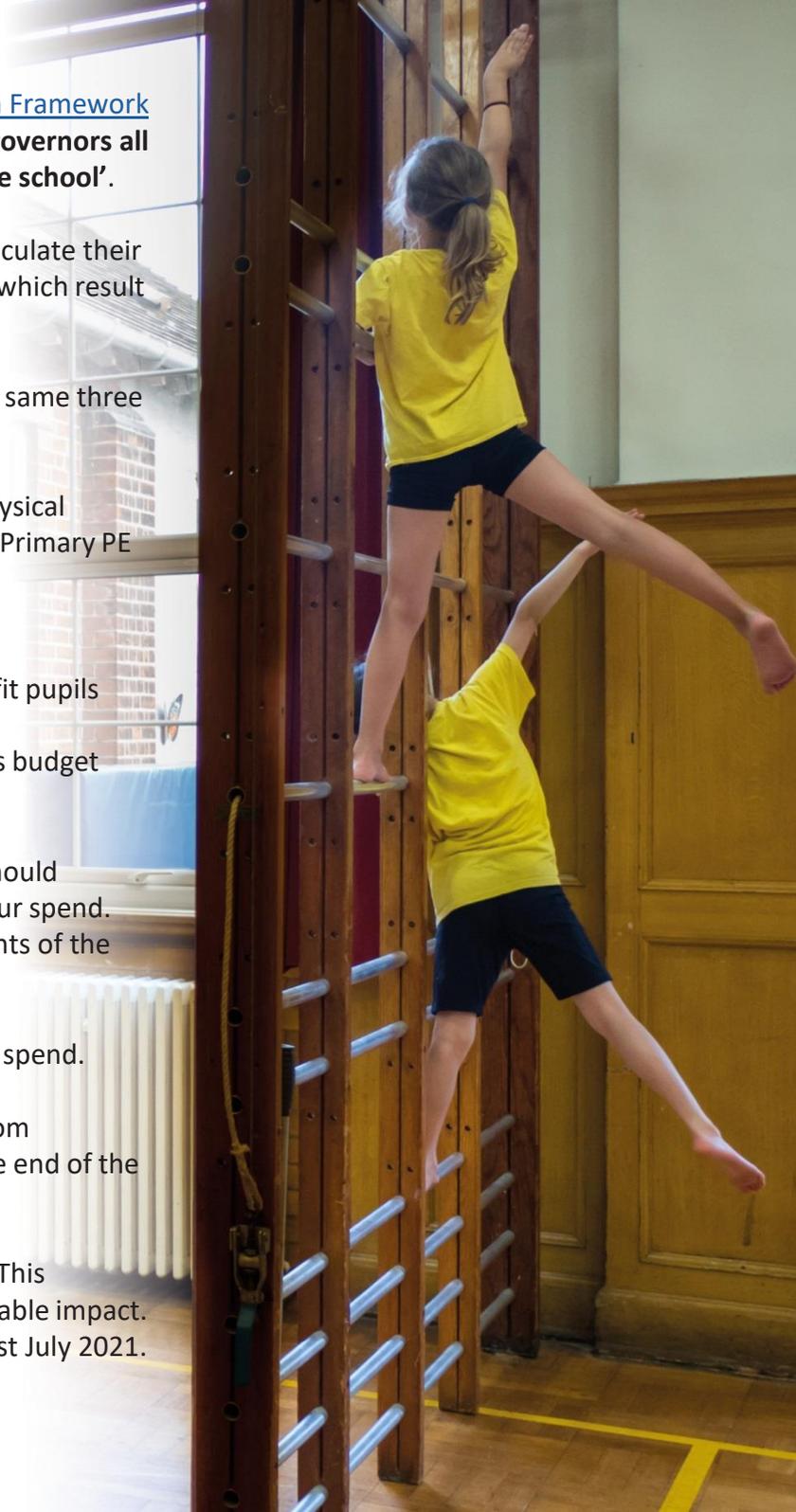
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://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, including any under-spend from 2019/2020, 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.

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Engagement with some Virtual Competitions to enable all children to represent their school in inter school competitions.</li> <li>• Broader range of activities for children to experience through, sports coaches/community providers delivering new sports for children to try, new equipment purchased in different sports.</li> <li>• Improved all-weather surface around playground area to encourage active lunch and playtimes and PE warm-up .</li> </ul>	<ul style="list-style-type: none"> <li>- Staff surveys carried out to understand staff confidence in teaching PE as a result of observing sports coach.</li> <li>- Use survey outcomes to arrange appropriate CPD17</li> <li>- Build staff confidence in using gymnasium equipment in hall.</li> <li>- Provide extra-curricular sports activities, focussing on those pupils most affected by COVID</li> <li>- Staff to team teach with sports coach to up-skill and improve confidence/knowledge. (see survey outcomes above)</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO**

**Total amount carried forward from 2019/2020**     £..0..  
**+ Total amount for this academic year 2020/2021**   £..17,690....  
**= Total to be spent by 31st July 2021**                 £.17,880.....

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 which you can transfer to the pool when school swimming restarts. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b>	
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 2021. Please see note above.	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	50%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	Not able to assess this at this time.
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 (plans were again cancelled due to COVID-19)

### 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: £17.880	Date Updated: 21 <sup>st</sup> July	
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: 63%
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>Educate children in the value and benefits of a healthy active lifestyle especially physical activity levels in our most inactive pupils:</p> <ul style="list-style-type: none"> <li>- Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>- Use active lessons to increase physical activity levels and learning.</li> <li>- Develop Bronze Ambassadors to support active playtimes and support extra-curricular activities.</li> <li>- Raise awareness of the best places to take part in sport and physical activity outside of school.</li> <li>- Provide opportunities for daily physical activity.</li> <li>- Develop a Change 4 Life club for targeted groups including the least active.</li> </ul>	<p>- As a school we contribute funding to sustain the Purbeck School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> <li>• Complete PE</li> <li>• Youth Sport Trust Primary Membership</li> <li>• Additional competitions outside of the School Games programme</li> <li>• Comprehensive CPD programme</li> <li>• PE Conference</li> <li>• Outdoor activity days</li> <li>• Primary Leadership Academy</li> <li>• Purbeck Sports Awards</li> <li>• Support from partnership coordinators for team teaching and staff training.</li> </ul> <p>Introduce Youth Sport Trust MY Personal Best programme in school. Training course attended and resources being utilised.</p> <p>New all weather multisurface area for PE warm ups, group PE &amp; to provide extra space suitable for active play at lunchtimes.</p>	<p>£583 (part of sports partnership fund £1,750)</p> <p>Universal Equipment maintenance £650</p> <p>£10,000</p>	<p>Due to COVID19 restrictions, extra curricular clubs were not allowed for the year. (however contract stood so payment had to be made)</p> <p>Clubs delivered as breakfast, lunchtime and after school depending on demand. Average attendance at clubs is 10.</p> <p>Increase in % of pupils attending extra curricular clubs.</p> <p>More active play times More space for PE warm up/ group sessions in all weathers.</p>	<p>Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact.</p> <p>Use Purbeck PE Conference to review, evaluate and plan for the next academic year.</p>

	Develop a team of sports leaders & Bronze Ambassadors through the Purbeck Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway.			
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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:
				4%
Intent	Implementation		Impact	
		Funding allocated: £650	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
-Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity.	<p>- As a school we contributed funding to Planet Education Contract (non returnable funding) which provided the following opportunities:</p> <ul style="list-style-type: none"> <li>• After school football club</li> <li>• Late owls activity club for key workers</li> </ul> <p>Contribution to Purbeck sports partnership for:</p> <ul style="list-style-type: none"> <li>• Primary Leadership Academy</li> <li>• Youth Sport Trust Primary Membership</li> </ul> <p>Develop a team of sports leaders &amp; Bronze Ambassadors through the Purbeck Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway.</p>	See total Planet education funding in key indicator 4.	<p>High quality lessons delivered in engaging activities. Happy engaged pupils.</p> <p>Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions.</p> <p>Increase in % of pupils accessing extra curricular clubs</p> <p>Feedback from pupils.</p>	<p>- Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. Review School development plan, Whole school policies/PE policy</p> <p>- Interviews with the children to show their understanding and attitudes towards PESSPA in our school.</p> <ul style="list-style-type: none"> <li>• Encourage use of new track for daily mile walk or run.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%



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:  £1,233	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.	<p>- Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership - <b>limited due to covid 19 lockdowns and other restrictions.</b></p> <p>Review extra-curricular activities through pupil voice/Bronze Ambassadors.</p> <p>Employ sports coaches to provide appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community</p> <p>Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer.</p>	<p>£583 ( part of School Sport Partnership funding)</p> <p>£650 from Planet Ed. <b>Total Coaching amount (£1,920)</b></p> <p><b>Cricket coach (no cost)</b></p>	<p><b>Extra curricular clubs were not allowed for much of the year due to Government guidelines. As a result, we took part in a virtual schools competition and one after competition this year.</b></p> <p>Increase in no. of pupils meeting 30 minutes physical activity per day due to access to all weather running track.</p>	<p>Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</p> <p>Complete pupil survey every year to allow student voice to influence our extra-curricular sports programme.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:  £614	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"> <li>- Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</li> <li>- Increased participation in School Games competitions.</li> <li>- Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> <li>- Carefully select children who we feel would benefit most from the opportunities available in the Purbeck Partnership events calendar.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage with partnership coordinators Shelley Hamblin and Dan Moody attend virtual competitions run by the Purbeck School Sport Partnership.</li> <li>- Use external coaches to run competitions to increase pupils' participation (Andy Kent – Dorset Cricket – Free event)</li> <li>- Identify a set number of competitions/events to provide transport to- limited due to covid 19 lockdowns and other restrictions.</li> </ul>	<p>£584 allocated From Purbeck school sports Partnership (Total £1750)</p> <p>Transport costs £30</p>	<p>Extra curricular clubs were not allowed for much of the year due to Government guidelines. As a result, we took part in a virtual schools competition and one after competition this year.</p> <p>Year on year improvements on the % of pupils who have represented their school in competitive sport</p> <p>Summer term: skateboard park reopened and school linked with leaders to increase % of girl skateboarders.</p> <p>Evidence includes -</p> <ul style="list-style-type: none"> <li>- School Games Mark</li> <li>- Photos displayed at school and on website</li> </ul> <p>School Games Mark achievements highlights the</p>	<ul style="list-style-type: none"> <li>- Review attendance data and identify children for appropriate opportunities.</li> <li>- Continue to attend Purbeck Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.</li> </ul>

			school's engagement in competitions.	
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Signed off by	
Head Teacher:	Gerardine Christopher
Date:	21st July 2021
Subject Leader:	Emily England
Date:	21 <sup>st</sup> July 2021
Governor:	Win Sheldon
Date:	21 <sup>st</sup> July 2021