

# 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:

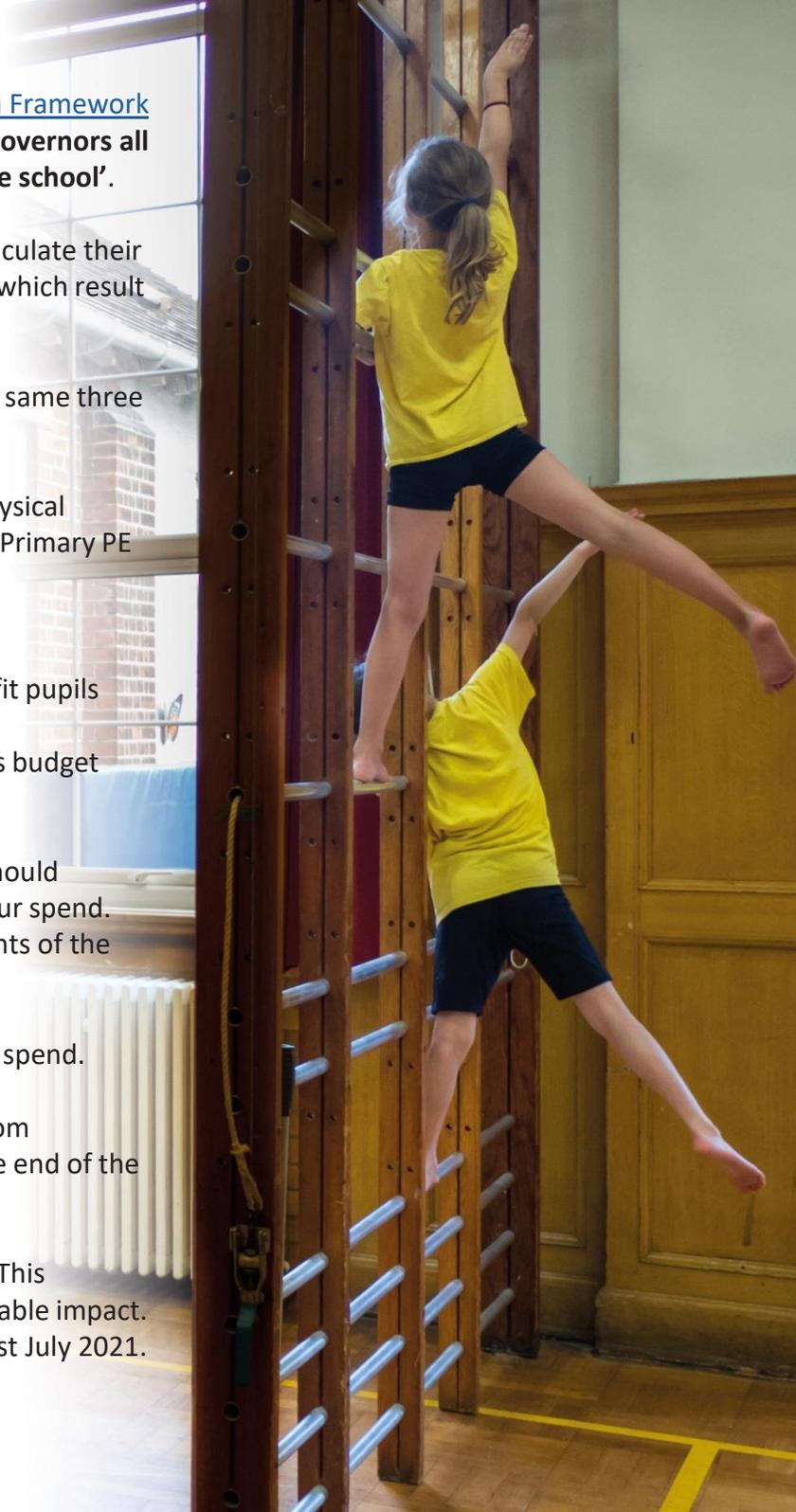
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2020:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> <li>1. Increased use of local community facilities.</li> <li>2. Improved break and lunchtime facilities for sport.</li> <li>3. Broadened the types of PE activities students can participate in.</li> <li>4. Improved the experience of students in PE activities.</li> <li>5. Increased the amount of trampolines qualified teachers.</li> <li>6. All students were able to complete 2 terms of swimming lessons.</li> <li>7. Students have been supported to engage in sporting activities and experiences that would otherwise be cost prohibitive.</li> <li>8. Increased the equipment available for students in lessons and break times.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve participation in sporting activities during break, lunchtime and after school.</li> <li>2. Increase the percentage of funding spent on staff training and development.</li> <li>3. Improve opportunities to participate in competitive sport.</li> <li>4. Focus spending to help students catch up due to Covid 19.</li> </ol>

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

NO \* Delete as applicable

**Total amount carried forward from 2019/2020      £0**  
**+ Total amount for this academic year 2020/2021    £16250**  
**= Total to be spent by 31st July 2021                    £16250**

<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 which you can transfer to the pool when school swimming restarts.</p> <p><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></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><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.</p> <p>Please see note above.</p>	<p>Final swimming assessment is postponed due to Covid-19 interruptions. Year 7 assessment and catch up plan proposed for next school year.</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>Please see note above.</p>	<p>Final swimming assessment is postponed due to Covid-19 interruptions. Year 7 assessment and catch up plan proposed for next school year</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>Final swimming assessment is postponed due to Covid-19 interruptions. Year 7 assessment and catch up plan proposed for next school year</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes</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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £16250		<b>Date Updated:</b> 05/07/21	
<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: 55.5%
<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: £9010	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<ol style="list-style-type: none"> <li>To develop a broad range of activities that are taught/experienced in the wider curriculum and community</li> <li>Improve the playtime facilities to encourage students to be involved in more sport.</li> <li>Give students the opportunity to participate in different sports that will benefit them emotionally and physically.</li> </ol>		<ol style="list-style-type: none"> <li>Use of local gym and pool facilities.</li> <li>Improve playtime equipment and provide sporting equipment.</li> <li>The use of professional Rugby and Wheelchair Rugby coaches, horse riding instructors and extra after school clubs.</li> </ol>		<p>Students were able to use the local facilities for PE and understand what is available in their community.</p> <p>Students were given greater opportunities of participating in sport and break and lunchtime.</p> <p>All primary students had sessions with professional coach and a Horse World Animal welfare course. All Primary students were offered free after school club sessions. Students were able to enjoy the well-being benefits of PE.</p>	<p>Students encouraged to use facilities outside of school. Continue funding next year.</p> <p>Use equipment in the following year to promote active play.</p> <p>Use skills taught in lesson time to improve student's well-being and sporting skills.</p>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 18.5%
<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: £3006	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Increase equipment so we can encourage all students of all abilities to participate in more PE.	<ul style="list-style-type: none"> <li>- Purchase a variety of equipment so students can experience different sports and improve participation.</li> <li>- Age appropriate equipment and PE gaming equipment.</li> </ul>		Students were given the opportunity to use new equipment and PE equipment is age appropriate.	Continue to use PE equipment. Equipment will be managed and looked after for several years.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				5%
<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: £784	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Training of all teachers of PE in teaching PE to students and the development of skills and knowledge in encouraging students to improve their PE skills.	1. Continuation and embedding of Real PE. This includes planning, delivering and assessing in PE lessons.		Teachers are now using the Real PE resources. This were also used to educate/motivate students at home.	Continue using the REAL PE resources to teach PE lessons and encourage student's participation.

2. Training of PE lead staff in Trampolining and use of Trampoline equipment.	1. Increase the percentage of funding spent on staff training and development.		3 Teachers are using their Trampoline training to offer high quality trampolining lessons to the students.	Course and training is valid for 3 years.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 12%
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: £1957	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Facilitate students working with horses to encourage a broader participation in PE. 2. Students to participate in Wheelchair Rugby. 3. Students to participate in alternative sports to increase enthusiasm and enjoyment of sports.	1. Participated for horse world courses so students appreciate the benefits of participating in sport which is often hard to reach/afford. 2. Students experience Wheelchair rugby in lessons and in after school clubs. 3. Participating in clip and climb, paint ball, lazer quest, bowling etc.		Students were given the opportunity to participate in hard to reach sports which would be financially difficult to participate in. These experience were shared by students with others to help promote sport in general.	Continue provision next year and source additional funding from income streams.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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: £1625	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>To ensure all existing swimmers increase their attainment by 5 metres thus increasing their confidence in water.</li> <li>Regular Sports competition within our Multi Academy Trust.</li> <li>Termly participation in Bristol Bears schools competition.</li> </ol>	<ul style="list-style-type: none"> <li>To utilise the coach based at the swimming pool to work alongside teachers.</li> <li>Sports Day</li> <li>Different classes participate in fun competitions with other schools.</li> </ul>		<p>All students participated in extra swimming lessons.</p> <p>Students motivated to participate in competitive competition. Medals given for achievement.</p> <p>Student's participation recognised with certificates and photo displays.</p>	<p>Ensure future swimming lessons are tailored towards student's water confidence and swimming length. Assess year 6 in Term 1 and make personal plans to improve swimming.</p> <p>Sports Day is a yearly event and inter-school competition is scheduled to restart next year.</p> <p>Knowle DGE have been invited to attend again next year.</p>

Signed off by	
Head Teacher:	
Date:	05.07.2021
Subject Leader:	M. Franzke
Date:	05.07.21
Governor:	Julie Atherton
Date:	06.07.2021