

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](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, 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 **31st 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:
<ul style="list-style-type: none"> Children are much more active at breaktimes and lunchtimes We achieved the Virtual School Games award recognising what we achieved with children and physical activity during lockdown Engagement in some inter and intra competitions Development of links with local clubs Introducing a wider range of personal challenges/intramural events Reintroduction of clubs after lockdown period 	<ul style="list-style-type: none"> Provide opportunities for all children to access 30 active minutes outside of PE lessons. Increase range of extra-curricular PE clubs on offer to all pupils Provide increased opportunities for all pupils to take part in competitive sport The engagement of all pupils in regular physical activity- kick-starting healthy active lifestyles. The profile of PE and sport being raised across the school as a tool for whole school improvement.

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£6,835**
+ Total amount for this academic year 2020/2021 **£24,485**
= Total to be spent by 31st July 2021 **£24,126**

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: £24,485		Date Updated:	
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:
					%
Intent	Implementation		Impact		68
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:
- Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high-quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Use active lessons to increase physical activity levels and learning - Raise awareness of clubs that take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity. - To increase pupils’ activity levels throughout the day.	- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. - Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. - Build links with local community and sports clubs.	Equipment: £2415 Sports Safe equipment check: £50 Running Track: £13,895	- Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour - Pupils activity at lunch and break increased - Children across the school more active on a daily basis and enjoy being active Evidence: -curriculum map - PE policy - Registers of participation -Extra-curricular data		- Monitor physical activity levels to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time.

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	0
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"> - Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills. - Use PE teaching to aid fine and gross motor skill development. - Use sporting role models used to engage and raise achievement? - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) - High quality PE lessons delivered during curriculum time. - To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. 	<p>Achievements celebrated in weekly Friday assembly (key sporting events, notable achievements in lessons etc.)</p> <p>Newsletter used a means of sharing success both in and out of school for identified children, classes and staff</p> <p>Whole school PE challenges throughout the year in different sporting events. Subject leader to provide challenges and equipment to year groups in school. To provide opportunities to try challenges at home with families and feedback to the school.</p> <p>Half termly house challenges across the curriculum. Applying PD skills to the challenges and specific PE skills when necessary.</p> <p>Children to have the opportunity to participate in different sporting events in school as a class/ year group or school</p>		<ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school - Interhouse competitions raise profile of competitive sport within school. As many children as possible to participate. - Sports leaders impact importance of sport/activity by being positive role models in the school - Successful sports day held - ALL pupils able to participate fully even without parents being able to attend 	<ul style="list-style-type: none"> - Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing. - Review School development plan, Whole school policies/PE policy - Use PE conference to review, evaluate and plan for the next academic year. - School staff better equipped/more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports leaders/Girls Active leaders develop younger pupils into becoming leaders themselves

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	22
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"> - Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. - To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - to increase their confidence in delivery of the subject. - 1:1 lesson observations to monitor staff effectiveness and confidence 	<ul style="list-style-type: none"> -Provide opportunities for staff to access CPD opportunities -Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. -Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. - Liaise with other local schools to share knowledge and expertise. 	<ul style="list-style-type: none"> Premier Sport PE sessions throughout the school: £4,201 Lunchtime clubs: £550 After school PE club: £550 	<ul style="list-style-type: none"> - Increased staff knowledge and understanding. - More confident and competent staff evidenced through feedback and lesson observations - More sustainable workforce including young leaders. - Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Increased range of opportunities - The sharing of best practice with other schools 	<ul style="list-style-type: none"> - Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - Further 1:1 lesson observations to monitor staff effectiveness and confidence

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	6
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"> - Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. - Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport - Providing additional links to Community Sports Clubs - Children participate in festivals/tournaments held through Princess Risborough Partnership. - Increase opportunities for KS1 children - Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. 	<ul style="list-style-type: none"> - 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. - Review extra-curricular activities through pupil voice. - To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) - Children to attend the extracurricular clubs. - School to enter children into sporting festivals/competitions. - Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey - Equipment continues to provide opportunities during break and lunchtimes. 	<ul style="list-style-type: none"> Football club: £90 Hockey club: £1125 Tennis Club: £420 	<ul style="list-style-type: none"> - Engaged or re-engaged disaffected pupils - Increased pupil participation - Enhanced quality of delivery of activities - Increased staffing capacity and sustainability - Enhanced, extended, inclusive extra-curricular provision - Improved behaviour and attendance and reduction of low-level disruption - Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? 	<ul style="list-style-type: none"> - Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision. - Further increase opportunities for KS1 children in and out of school.

			<ul style="list-style-type: none"> - Coaches signposting children to community sessions. Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	3
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"> - 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. - Increased participation in School Games competitions. - Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. - Enter external events to give pupils the opportunity to compete against other schools - Investigate further use of virtual inter house competitions/ children leading own events 	<ul style="list-style-type: none"> - Engage with partnership coordinators. - Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. - Use external coaches to run competitions to increase pupils' participation. - Identify a set number of competitions/events to provide transport to. - Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. - Regular (termly), intra-house sports competitions for pupils across different sports. - To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school. 	<p>Princess Risborough School Partnership: £1400</p> <p>Travel (swimming): £780</p> <p>Admin and trips: £1000</p>	<ul style="list-style-type: none"> - Vast majority of KS2 pupils participated in the intra-house competitions. - Sports day set up, participated in and enjoyed by ALL pupils. - Fixture results to be published in Newsletters, on website. - After school club registers <p>Evidence includes –</p> <ul style="list-style-type: none"> - School Games Mark - Competition/ events calendar - Photos displayed at school and on website - Competition reports 	<ul style="list-style-type: none"> - Review attendance data and identify children for appropriate opportunities. - Further widen opportunities for pupils to take part in competitive sporting events - Investigate further use of virtual inter house competitions/ children leading own events.

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	