

# 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:

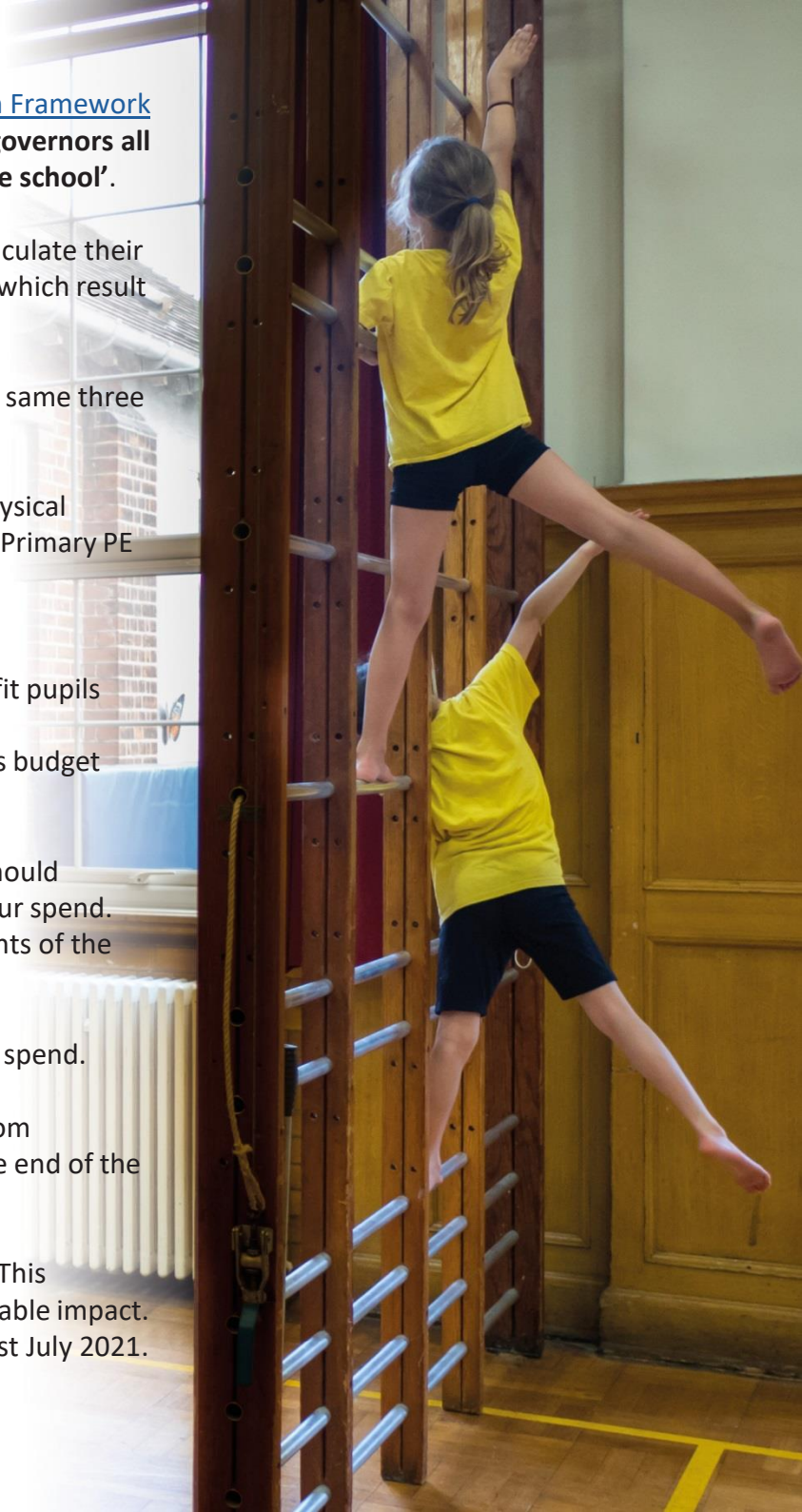
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<p>PE attainment for end of academic year suggests it is a real strength in school – 90% of pupils on track or above (March 2020) – positive impact of PE/sport CPD (<i>please note that assessment data was not as robust in the previous academic year due to the difficulties and challenges faced with the pandemic and subsequent school closures</i>).</p>	<p>To try to ensure that children were still able to engage with and take part in sporting competitions and events in the 2020/2021 academic year, despite the Covid-19 pandemic.</p>
<p>Consistent regular attendance at inter-school sporting competitions prior to Covid-19 school closures.</p>	<p>To try to continue, where possible, some extra-curricular sporting opportunities in school despite the challenges of children being taught in ‘bubbles’.</p>
<p>Increased opportunities to engage children and encourage them to represent a sporting team and take part in a competition (especially those that have not done this yet)</p>	<p>Focus on robust PE data for next academic year – looking at pupils on track and greater depth.</p> <p>Implement PE CPD where necessary.</p> <p>To develop and improve resources for the new school playing field.</p>

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**      **£1, 962.50**  
**+ Total amount for this academic year 2020/2021**      **£16, 823.00**  
**= Total to be spent by 31st July 2021**                      **£18, 785.50**

<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>	100%
<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>	100%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	0%
<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>	Yes/ <b>No</b>

## 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: £18, 785.50		Date Updated: July 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: 19%
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To re-establish extra-curricular sporting opportunities again so that children have opportunities to engage in after-school sport, despite the challenges of Covid-19 and teaching in ‘bubbles’.		Put in place a weekly extra-curricular sporting club, led by a sports coach.		All pupils had opportunities to attend extra-curricular sports clubs through a timetable set up for each bubble across the academic year.	
To continue with sport’s coaches and staff leading games during lunchtimes to support engagement in regular physical activity for children.		Continue to provide sport’s coaches during lunchtime sessions to lead activities.		£1, 160	
		Staff in bubbles to lead sporting activities during lunchtime.		£2, 420	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 43%
<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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure PE resources are reviewed, maintained and used effectively across the school to support good teaching & learning.  To ensure whole school PE has a regular health & fitness element.  To ensure that the implementation of the Sport Premium strategy is a part of the Federation Improvement Plan.  Assess and track children's mental health and wellbeing across school to help support them in this through sport.	Money budgeted for general PE resources.  Money to support annual hire and development of a new school playing field and sports facility  Continuation of health & fitness lessons as part of PE and PSHE.  Use of the Leuven scale to assess and support children's mental health and wellbeing.	£3, 500  £1, 500 £1, 625 £1, 191.65         £350	Whole school Leuven scale (i.e. teacher assessing children on a 1-5 scale on their involvement and well-being and tracking and supporting them) assessment data shows the following:  100% of pupils achieved a grade 3+ and above for involvement.  98% of pupil's achieved a grade 3+ and above for well-being.	The Leuven data shows that despite the difficulties faced this year, we have managed to support and maintain a strong level of pupil involvement and well-being. Our positive sporting ethos across school has helped support this.  To analyse the data and identify those children with a grade 2 or lower. What are we doing to continue to support them?

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				30%
<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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Provide CPD to staff in order to support the delivery of PE in school, particularly a notable impact on children exceeding/ PE mastery (30% in 2018/19).	Renew YST premium membership Carry out a skills audit with staff. Staff to attend CPD based on audit outcomes Continue to provide Sport's coach mentor for staff teaching PE Monitor PE lessons Staff CPD on cricket in PE (YCBA)	£210  £5, 170  £325	86% at expected level + 36% working above  Improved confidence in teaching staff with delivery of key skills in PE through our more robust assessment system and mentoring support.	Further work and CPD engagement to maintain a high level of PE mastery.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:  4%
<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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements:  To provide a broader range of sporting activities for children to engage with beyond those provided within the National Curriculum for PE.  To engage in an intra- and inter-school & House competition in a wide range of sports & activities.	To combine Brompton's school sport week with Crakehall, Leeming & Londonderry and Pickhill schools. Introduce a range of sporting opportunities beyond the national curriculum for PE. Compete in an 'intraschool' Federation competition for sport's day.  Handball and ten pin bowling sessions  Leadership and management time to prepare and resources.  Military assault course  Athlete mentor visit	£90  £100  £200  £300	All children have had access to a range of new and different sporting opportunities to help engage them further with these activities.	Continue to develop this opportunity to broaden children's experiences of sport beyond the National Curriculum.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
To ensure that all pupils are able to access interschool competitions. To increase participation in competitive sport from to 90%+.	<p>Ensure a budget has been set to support the resourcing, organisation and supervision of the virtual competitions on offer during this academic year.</p> <p>Engage in the Richmond School SLA for all online virtual sporting competitions and increase our participation.</p> <p>Try to get 100% engagement in virtual inter-school competitions.</p> <p>Regularly promote external sport's providers in the local area that work closely with the school (e.g. Bedale, ML sport &amp; fitness, Future Generation Sports etc.)</p>	£250	<p>100% of children, from EYFS to Y6 have now taken part in competitive sport this academic year through virtual competitions organised by the Richmond School SLA and also the inter-school sports day as part of our own school federation.</p> <p>All children are made aware of local sport providers that they are able to engage with through promotion by and support from the school.</p>	When inter-school competitions resume- to engage in the vast majority of these again and ensure all children have an opportunity to represent a team and attend a competition during their time at school.

Signed off by	
Head Teacher:	<i>Mr. M. White</i>
Date:	14/07/2021
Subject Leader:	<i>A. Firmin</i>
Date:	14/07/2021



Governor:	
Date:	19/07/2021