

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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"> • After school clubs were able to happen in the summer term • Lunchtime activity levels were increased by having a coach in the playground • More worthwhile activities were being played at lunchtime 	<ul style="list-style-type: none"> • Increase the variety of sports our children are able to attend • Increase activity levels after the COVID-19 disruption • Football teams to begin in 2021 • Swimming to resume for Year 3-6

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

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: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2020.	Swimming did not take place due to COVID-19.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Swimming did not take place due to COVID-19.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Swimming did not take place due to COVID-19.
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?	No

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: £	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	
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:
Daily mile for all pupils	Create a timetable for all classes to complete the daily mile at a time that suits each year group.	£0	All children completed the daily mile. This will add an additional 10 minutes of activity to each child's day.	Next step to introduce The Daily Boost to improve engagement with physical activity. Children will focus on a specific skill each week.
Lunchtime clubs used daily for all year groups.	All children to have the opportunity to go to multi-sports ran by sports coaches at least once a week.	£7000 +£6680 due to lengthening lunchtime to 2 hours a day.	This was completed in year groups. All children had additional time with a coach during their lunch break.	Next step is for this to continue next year.
Holiday clubs	Holiday sports clubs to run at Scraptoft Valley Primary School. Available to all children in the area. We will subsidise costs for children who attend our school. To encourage them to attend.	£700 Used for lunchtime coaching or after school clubs.	Unable to complete due to COVID-19.	NA
After school clubs ran by sports coaches and own staff.	Children to have the opportunity to attend a 1 hour after school session. Clubs to be available on each day of the week adding an hour to each child's day	£2160 This was the amount for the sports coach during the summer term.	Sports clubs were unable to happen until the summer term. These were run in year groups by one sports coach.	Next step is that sports clubs will be ran by coaches and school staff across the year.

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Sports equipment out at playtimes.	Adults lead/monitor different sporting activities at playtime and lunchtime.	£2320	Equipment was given to each year group and it was used during playtimes and lunchtimes.	Next steps are for the equipment to continue to be used for all playtimes and lunchtimes.
Breakfast Club coaching.	A sports coach will run a multisport session every morning in breakfast club.	£3250 Used for after school sports clubs or lunchtime coaching.	Unable to complete due to COVID-19.	NA

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	
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:
Sporting achievements are celebrated in assemblies. New sports award to be given to one child in each class and celebrated in assembly with the challenge cup.	Encourage children to take part in sport and for children to act as role models to the school. Achievements to be celebrated in assembly for most improved pupil for each class.	£0	Challenge cup was able to take place in classes and celebrated which gave the children a sense of achievement.	Next steps are to continue this and share the certificate winners in year group assemblies so the children can be proud.
The Daily mile	As mentioned above all children in the school to complete a mile run each day.	£0	Feedback from staff revealed a lot of the older children lost interest in completing the Daily Mile and the struggled to do it sensibly.	Next step to introduce The Daily Boost to improve engagement with physical activity. Children will focus on a specific skill each week and the focus will be more relevant to PE lessons or games

during playtime and lunchtime.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Staff Gymnastics CPD for three year groups. 6 week block of team teaching with a sports coach.	Staff to feel more confident when teaching gymnastics and use techniques from last year's CDP staff meeting.	£1500 Used for after school clubs or lunchtime coaching.	Unable to complete due to COVID-19.	NA
2x CPD staff meeting on games/dance	Staff to gain ideas to use in their lessons for games/dance	£300 Used for after school clubs or lunchtime coaching.	Unable to happen due to COVID -19.	NA
Gymnastic equipment to be brought. 1x Springboard 2x crashmat 1x wedge	Staff to have equipment needed to teach aspects of Gymnastics shown during last year's CDP.	£1000 Used for after school clubs or lunchtime coaching.	Crashmats and a wedge were bought but unable to be used as PE was outside.	These will be used for the following year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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	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:

consolidate through practice:				
Taster sessions to be offered to all children across the school to try a new sport. Year 6 – fencing Year 5 – Uni hoc Year 4 – Table Tennis Year 3 – Ultimate Frisbee Year 1&2 – Trampoline	Children to experience a new sport through a series of sessions with a specialist coach.	£2000 Used for after school clubs or lunchtime coaching.	Unable to take place due to COVID-19.	Implement this for the following year.
Gymnastics club ran by sports coach	Offer a new gymnastics club with the opportunity to for some pupils to take part in a gymnastic competition.	£300 Used for after school clubs or lunchtime coaching.	Unable to happen due to COVID-19.	Next steps are that clubs will be on offer for the following year.
Additional achievements:				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Girls and boys football teams to continue running this year.	The boys and girls football team to compete in football league.	£3000 Used for after school clubs or lunchtime coaching.	Unable to happen due to COVID-19.	Football team to start again in following year.
Gymnastics competition	Children to attend a gymnastic competition after attending club.	£200 Used for after school clubs or lunchtime coaching.	Unable to happen due to COVID-19.	NA
Sports Day	All children across the school to take part in Sports Day. The winning teams to be celebrated at the end of the day in a whole school assembly.	£0 Wristbands and stickers had been bought in the previous year.	All children took part in Sports Day. Parents were not invited for this year.	Sports Day will continue every year.

Signed off by	
Head Teacher:	Louise Craig
Date:	September 2020
Subject Leader:	Sarah Cunliffe and Samantha Coombe
Date:	September 2020

Created by:



Supported by:



Governor:	Lucy Frearson (on behalf of the chair of governors)
Date:	September 2020