

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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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](#).

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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"> • 2018 Identification of and training for a PESPA leader in each centre • Built in competition for pupils through Personal Best challenges • Improved resources for physical activity • Improved staff skills to use resources and deliver PE. • Access to sports outside of traditional PE experiences through off site activities and specialist coaches • Weekly Boxing sessions for <u>all</u> pupils to help with discipline and coordination. • Sports kit provided for most pupils • Scooter skill development for all pupils. 	<ul style="list-style-type: none"> • Equitable provision across all 3 APC sites • Baseline assessment for pupils on entry. • Engage and Sustain family engagement with healthy habits. • Development of cycling provision • Use of sport as a tool for whole school improvement • Whole school sports events • Identify a staff champion for APC primary PE

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.	20% (1 of 5 pupils)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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: £16,200 Carry Forward due to Covid: £7,733 Total funds available: £23,933		Date Updated: Sept 2020	
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: 20%
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:	
<ul style="list-style-type: none"> All pupils have the personal equipment necessary to access sport. Offer a range of sports activities at playtimes and via the curriculum. 	<ul style="list-style-type: none"> Kit, bags, water bottles and specialised sports equipment to be made available for all children Upgraded equipment. Daily sports of at least 15 mins to include both 'free play' and 'directed play'. 	Carry forward spend: £1000 Actual Spend March 21: Planned 20/21 Spend: £3800 Actual Spend EOY:			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 14%
Intent	Implementation		Impact		

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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"> All pupils benefit from cross curricular sport to develop skills for life, literacy and numeracy. Pupils to start to gain an understanding of Healthy eating/cooking in order to get a healthy balanced diet – including grow your own projects. Sport promoted as part of a healthy lifestyle with families Enhance reading opportunities through access to sports related literature. 	<ul style="list-style-type: none"> Albion in the Community Project Planning and resourcing Sports Activity Loan bags Purchase sports related books (fictional and non-fictional) and magazine subscriptions. 	<p>Carry forward spend: £1500</p> <p>Actual Spend March 21:</p> <p>Planned 20/21 Spend: £1800</p> <p>Actual Spend EOY:</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
<ul style="list-style-type: none"> Development of cycling skills provision for all pupils Staff act as role models in sport and are increasingly delivering sport activities in-house. Pupils benefit from staff who are equipped to effectively teach PE. 	<ul style="list-style-type: none"> Work with Wes Sussex Cycling Development Team to develop provision. This will include purchasing equipment and storage, initial provision of courses from West Sussex and training for key staff. Staff participate in sessions delivered by external providers. Identify one member of staff (whole school) to champion and further develop curriculum planning, resources and CPD for PE to enable staff to confidently lead and deliver sports activities. All staff to attend at least one sport related 	<p>Carry forward spend: £3000</p> <p>Actual Spend March 2021:</p> <p>Planned 20/21 Spend: £1800</p> <p>Actual Spend EOY:</p>		

	<p>CPD session.</p> <ul style="list-style-type: none"> Shared resource area on Sharepoint. 			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				41%
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:
<ul style="list-style-type: none"> All pupils to experience at least 3 non-traditional sports through the use of internal and external experiences. 	<ul style="list-style-type: none"> Specialist activities Non-traditional sports to include – Circus Skills Water Sports Adventurous Activities Cycling Scootering Dance Boxing 	<p>Carry forward spend: £2000</p> <p>Actual Spend March 21:</p> <p>Planned 20/21 Spend: £8000</p> <p>Actual Spend EOY:</p>		
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
<ul style="list-style-type: none"> All pupils to experience competitive sport 	<ul style="list-style-type: none"> Whole School Personal Best Challenges Whole School Sports day. Whole school weekly sports challenge Whole school awards, prizes and league table. Sports display boards. <p>Sport baseline assessment for all pupils</p>	<p>Carry forward spend: £273</p> <p>Actual Spend March 21:</p> <p>Planned 20/21 Spend: £800</p> <p>Actual Spend EOY:</p>		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	