

# 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:

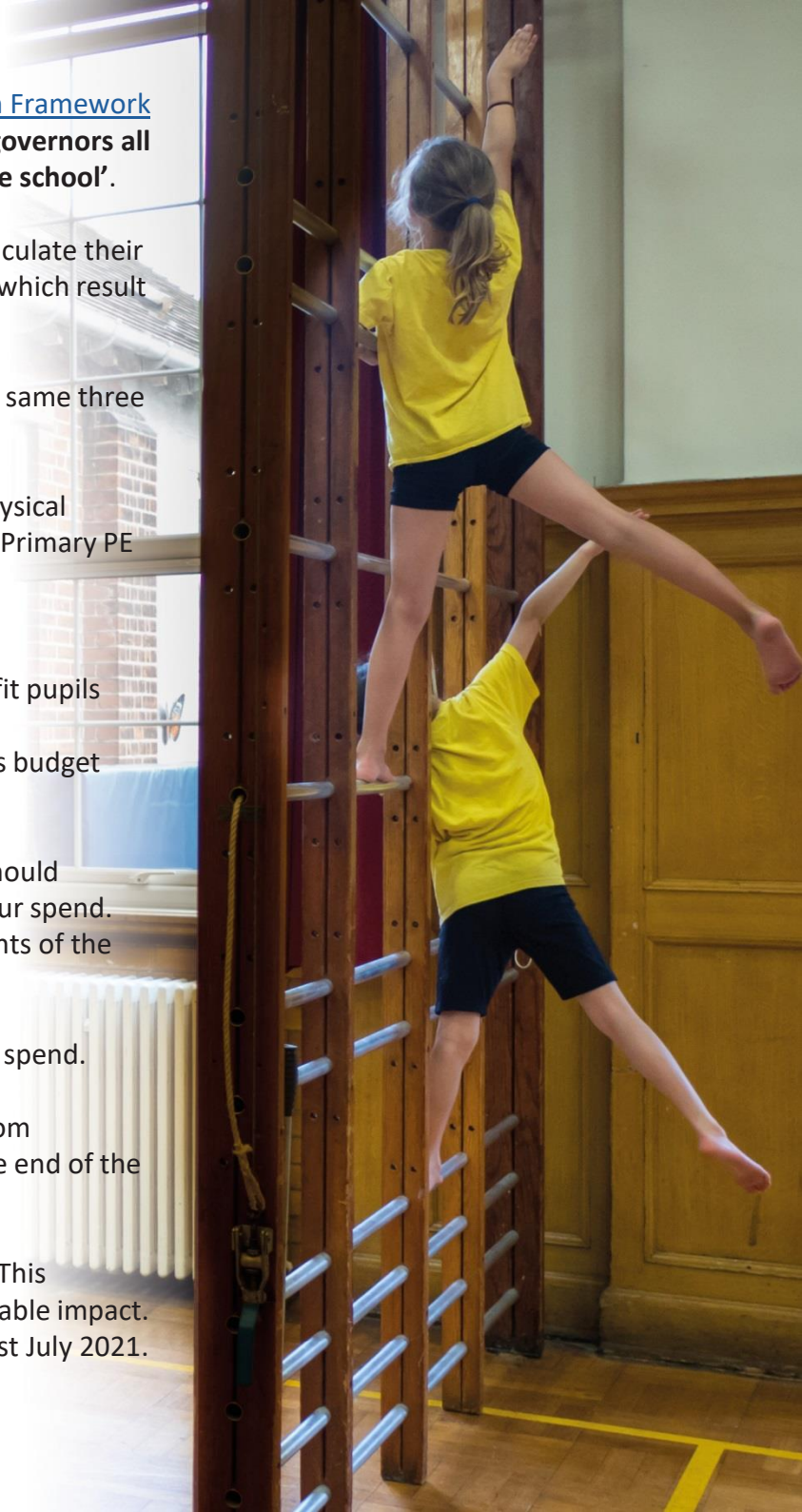
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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><b>Pre COVID-19</b></p> <p>Continued to deliver a broad P.E. curriculum that meets the national curriculum guidelines.</p> <p>699 extra-curricular spaces taken up as of March 2020 (were on course to improve on 2018-19 participation figures).</p> <p>Improved extra-curricular opportunities for girls, SEN and pupil premium children through:</p> <ul style="list-style-type: none"> <li>-WISPA programme introduced to improve girl's participation.</li> <li>-Targeted intervention for pupil premium &amp; SEN children.</li> <li>-High involvement in inclusive competitions.</li> <li>-Investment in inclusive sports equipment.</li> </ul> <p>Won East Leicester competitions and progressed to Level 3 competition in table tennis, gymnastics and dodgeball.</p> <p><b>Post COVID 19 (to July 2020)</b></p> <p>Adapted to provide children with home learning P.E. tasks and opportunities to take part in virtual competitions (Leicestershire &amp; Rutland Virtual Summer Championships).</p>	<p>Maintain involvement with the Leicester City School Sport Partnership.</p> <p>Maintain virtual competition involvement – to allow every child the opportunity to participate in a competition/activity.</p> <p>Continue to invest in sports equipment to prepare for any continuing COVID measures (less sharing of equipment) and continued involvement in new activities.</p> <p>Aim to return to pre COVID extra-curricular participation levels.</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    £..0..  
 + Total amount for this academic year 2020/2021    £..19,640....  
 = Total to be spent by 31st July 2021                    £..19,640....

<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>	24%
<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>	24%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	33%
<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: £19,724		Date Updated: July 2021	
<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:
					77%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated :</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>	
<p>To offer a broad P.E. curriculum with extra-curricular opportunities to enable the children to meet the recommended physical activity guidelines.</p> <p>Understanding the importance of physical activity on health &amp; wellbeing e.g. Daily Mile, Targeted initiatives.</p> <p>Extra-curricular opportunities.</p>	<p>P.E. teacher plans and delivers curriculum to all year groups.</p> <p>Class teachers take children out to do the daily mile.</p> <p>The school takes part in national and daily mile celebration days.</p> <p>Lunch time activities delivered by sports leaders (impacted by school bubbles)</p>	<p><b>£15,240</b></p>	<p>P.E. Teacher ensures that:</p> <ul style="list-style-type: none"> <li>- All year groups have two timetabled slots per week.</li> </ul> <p>Timetables used to organise topics throughout the year so all areas in the national curriculum are covered. Children become more physically competent by practising a range of skills whilst gaining knowledge of various sports.</p> <ul style="list-style-type: none"> <li>- Registers for clubs and end of year report (school games award, governor reports) show our extra-curricular provision.</li> </ul>	<p>P.E. teacher to continue to have key parts of the school sports provision in place – timetabled curriculum, continued extra-curricular opportunities, organising competitive involvement, staff CPD.</p> <p>Year 5 children continue to attend yearly sports leader courses through the Leicester City SSPAN package so this is in place year on year.</p>	

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	
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Importance of Sport & Physical Activity	To celebrate achievements via certificates, social media etc.		Photos and social media (school twitter, blog) posts to show achievements	Ensure all children have the opportunity to take part in competitions that allows them to demonstrate the school games values – these values are important for everyday school life.  Opportunities provided by affiliations to sports partnerships and in school competition.
Daily Mile	Take part in local and national daily mile initiatives – ‘Santa Run’ (Leicester City SSPAN) & National Daily Mile Day.		Children take part in a range of activities and feel part of a team (classes). Motivation to continue to take part and determination to try their best.	
Health & Wellbeing	Targeted intervention for inactive groups (girls, SEN) where they take part in various activities and learn the important of health & wellbeing – linked with the pastoral team.		Children demonstrate some key values through involvement.  School website contains information of achievements, future fixtures and our overall school sport provision.	
Participation in Virtual Competitions	To ensure every child takes part in a competition – children work together to collect results and encourage each other. Emphasise the importance of the school games values.		Participation figures, competition involvement, curriculum and extra-curricular opportunities provided all put in reports.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<p>P.E. teacher works alongside staff members to ensure they are confident in teaching a range of sports in the curriculum.</p> <p>TA Level 2 member of staff involved in the P.E. curriculum and extra-curricular activities.</p> <p>1:1 support staff also attend P.E. lessons and extra-curricular activities (clubs &amp; competitions).</p> <p>Staff members play an important role in the Daily Mile – ensuring that their class completes the activity throughout the week.</p>	<p>Class teachers to attend P.E. lessons, working alongside sports coach to further improve understanding of P.E delivery.</p> <p>Level 2 TA to attend lessons and gain knowledge across a variety of sports.</p> <p>Ensure 1:1 support to children who require it so they are engaged in the lesson.</p>		<p>Staff feedback and assessments.</p> <p>Children receive better coaching and feedback.</p> <p>Staff CPD available for all members of staff to have present knowledge of good practice in P.E.</p> <p>CPD for 2020/21 have been online and offered through the Leicester City SSPAN – which has helped more staff members to access training.</p> <p>Allows Level 2 TA to:</p> <p>Offer better feedback for children during lessons and extra-curricular activities through improved knowledge in a range of sports.</p> <p>Provide 1:1 support when children require it.</p> <p>Other 1:1 members of staff to help - Adapt lessons for 1:1 children when required to allow them to remain engaged.</p>	<p>Maintain staff involvement across the school.</p> <p>Have staff attend courses and conferences to have present knowledge of P.E. to share with other members of staff.</p> <p>P.E. Teacher to continue working with members of staff.</p>



<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 16%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
To participate in a range of sports and activities through curriculum & extra-curricular opportunities.  Emphasis on virtual competitions. Gives more children the opportunity to represent the school.	P.E. curriculum – provide a broad range of activities in line with the curriculum.  Introduction of yoga through Mindful Warriors.  Investment into new equipment – used in P.E. curriculum time & extra-curricular opportunities.  Introduce new inclusive sports so all children have experience participating in these activities.	<b>£3,214</b>  (Free sessions through programme with Leicestershire County Council)  <b>£70</b> May 2021 session	Introduction of new activities – photos, feedback forms.  Investment in equipment enables children to participate in additional sports. (e.g. inclusive sports – Goalball).	Maintain equipment and identify what is needed for the following year to ensure extra-curricular provision is good and enjoyable.  To explore the option of additional members of staff running further clubs so more children are taking part.  COVID – large impact on after school provision as groups had to be separated into class bubbles – therefore uptake was smaller than previous years.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<p>To participate in a range of sports competitions.</p> <p>Competitions for 2020/21 are virtual competitions – where schools are invited to take part by collecting results for a specific sport/activity and submitting to organisers.</p> <p>To experience competition and demonstrate the school games values in which they can then use in other aspects of their school life.</p> <p>For every child to take part in a virtual competition.</p>	<p>For every child to take part in a virtual competition – recording scores for all children.</p> <p>Using children to collect scores – improving their sports leadership skills.</p> <p>To submit scores using the results sheets provided by the competition organisers (SSPAN).</p> <p>To celebrate their involvement – via the school social media, certificates and school awards.</p>	<b>£1,200</b>	<p>As a result of the pandemic, sports competitions have been offered virtually. This has meant all pupils have had the opportunity to take part in the competitions as usually there is a limit when attending out of school competitions through our Leicester City SSPAN involvement.</p> <p>Children have showed enthusiasm in representing the school.</p> <p>Their achievements have been celebrated and rewarded with certificates, trophies etc.</p> <p><i>Competition Highlights for 2020/21 –</i></p> <p><b>Virtual Pentathlon –</b>  Year 3 East Leicester Winners  Year 4 East Leicester Winners  Year 5 East Leicester 4<sup>th</sup> Place  Year 6 East Leicester 2<sup>nd</sup> Place  <b><i>Spirit of the game's winners</i></b></p>	<p>Maintain our involvement in competitions provided by the Leicester City SSPAN.</p> <p>We anticipate that out of school competitions will resume in the 2021/22 academic year.</p> <p>Whilst this is something we look forward to, we will look to offer all children further competition opportunities to maintain the level of participation we have seen in 2020/21.</p> <p>Intra-school competition (used in previous years) will be able to return as we return to normal (no class bubbles etc.)</p> <p>Leicester City School Football League to return for the 2021/22 academic year.</p>