

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

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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](#).

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">• Organised first virtual Sports Day at Archibald• Received virtual award for engagement with PE/Sport throughout Lockdown• PE Coordinator qualified with FA Girls in Sport course	<ul style="list-style-type: none">• Addressing long term effects of COVID-19.

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

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: £6800	Date Updated: 3.3.21		
What Key indicator(s) are you going to focus on? KI2, KI4				Total Carry Over Funding: £6800
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?:
Children leave EYFS with GLD in physical development.	Develop Green Zone with new apparatus, including gym frames, bikes, trikes and scooters.	£2270	More equipment of a high standard allowed for more opportunities to develop gross motor skills at once.	Equipment will be well maintained and used in years to come, allowing children to achieve their full potential. More equipment means that more children can be active at once.
Children are confident and competent in PE. Children continue to enjoy sport as they grow and develop into adults.	Purchase Gold SLA for curriculum development and wider opportunities – both competitive and targeted.	£2950	The profile of PESSPA is raised across the school as all children have opportunities to take part, regardless of sporting abilities. Children apply skills they have developed in PE to get their bodies active and try new aspects at festivals.	Immediate intervention due to COVID at Gold Level will develop staff and pupil outcomes. We will be able to purchase Silver in 2021-22 as staff will be able to run certain elements of the Gold package themselves.
Children develop skills appropriate to their own development, irrespective of COVID experience.	Purchase PE support from SLA to develop teaching of FMS and linking to games/sports. Also to give CPD in dance. Sports coach	(Total for year: £3150) Used as carry over: £1580	The profile is raised. More children were active and moving during outdoor PE lessons. All staff came away with new ideas to use or adapt	Staff well equipped for teaching outdoors in the next half term and therefore children are more actively engaged in their lessons.

	to work with all year groups over the course of a year.		post-covid.	
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