

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
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](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 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.

**\*\* 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:
<p>All pupils participate in regular physical activity appropriate to their needs A wide range of appropriate equipment available to all pupils in lessons and during break and lunch times; including specialist equipment for individual needs A broad and balanced PE curriculum where pupils develop their basic skills and have opportunities to access Swimming, Horse Riding and Gymnastics run by external providers (specialist coaches) Developed links with Colchester United to deliver specialist football coaching sessions to pupils within lessons and as an extra-curricular club All Move initiative rolled out to KS3 students - links developed with mainstream Secondary school (Colne Community School) Opportunities for accreditation in PE through Sports Leaders and Entry Level P.E Participation in regular sporting events such as MESSA and Panathlon</p>	<p>Improve the quality of delivery of P.E lessons across the school (measured through lesson observations and feedback from staff) Further develop links with Colchester United Embed Sports Leaders and All Move across KS3/4 Audit PE equipment and further develop opportunities to experience new sports and provide specialist equipment Adopt the daily mile initiative for all pupils</p>

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

YES/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.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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? <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.	40%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	15%
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?	Yes

## 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:	
<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:
					%
<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:
Opportunities for all learners to take part in at least 30 minutes of physical activity each day in school. Encourage active play during break and lunchtimes. Extension of Daily Mile programme.	Active Learning sessions introduced and participation in the Daily Mile extended.	£500	<i>More pupils participate in Daily Exercise and physical activity</i>		
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
<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:



All learners to take part in daily exercise in school through PE lessons and within the wider school day.	Active Learning sessions introduced and participation in the Daily Mile extended.	See above.	<i>Learners to understand the importance of leading a healthy lifestyle and taking part in daily exercise. More pupils participate in Daily Exercise and physical activity</i>	
Raise the profile and understanding of disability Pe & Sport within the school and break down barriers within the wider school community.	Support for Multi School Council, including hosting meetings.	£500	<i>Increase in numbers of pupils engaged with Multi School Council meetings. Increased awareness among the school and wider educational community of the work of the Multi Schools Council. Evidence of impact on council members, Hope Learning Community and wider educational community.</i>	
To build on the momentum of pupils swimming achievements in KS2 so that pupils feel confident around water.	Pupils in KS1,2 and KS3 will participate in swimming lessons and have the opportunity to participate in swimming for pleasure in KS3 Reward Time.	£4132	<i>Number of pupils in; KS1-3 KS4 Who took part.</i>	To maintain the numbers of children swimming and look to reinstate the KS4 weekly swimming slot. To map the assessment frameworks used for swimming onto the school assessment tracker to accurately track progress in swimming.

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:
Implementing a Scheme of Work that can be used across the school. Increase staff competence and confidence in the delivery of PE & School Sport	Buy into a scheme of work that covers Nursey-Year 6 and therefore can be used whole school. Staff will feel more confident in planning and delivering lessons across a range of areas. Monitor staff perceptions of competence and confidence	£500	<i>Increase in perceptions of competence and confidence seen among staff. Improvement in levels of performance seen in observations.</i>	
Delivering Sports Leaders programme.	Member of staff trained to deliver Level 1 Sports Leaders qualification to Year 9 and 10 (post Covid-19 restrictions). Sports leaders programme ready to be rolled out to Year 9 and 10 pupils.	Training and registration; £523  Resources; £2000	<i>Number of pupils achieving Sports Leaders qualification? Observations of the increase in engagement and confidence of learners on the young Leaders programme.</i>	
Delivering the All Move Programme	All Move programme rolled out to encourage participation in a wide range of activities.	£500	<i>Number of pupils receiving All Move programme delivery? Observations of increase in engagement and performance among learners.</i>	



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 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:
Increased sports and activities offered.	Carry out a staff PE audit. Ask staff which equipment they feel is needed to deliver lessons effectively. Ask staff if there are any other PE experiences eg. gymnastics that they feel their class would benefit from having (external coaches into school or using sports providers locally). Purchase new equipment. Investigate and engage new external providers.	£1000	<i>Number of increased activities?</i> <i>Number of increased learners taking part?</i>	
To offer students the opportunity to experience watching sport at an international level in order to raise enjoyment of sport and to develop appropriate social skills.	Students will be offered the opportunity of watching an England Football match at Wembley which will be in part subsidised by the school	£2000	<i>Number of events attended.</i> <i>Number of pupils who took part?</i>	To consider taking children to watch a different international sporting event which they may be less familiar with.
Offer different off site activities.	Horse riding lessons for students in Olive, Birch, Cherry and Apple.	£1500	<i>How many learners attended?</i>	
	Purchase and utilise camping equipment.	£2245	<i>How many learners used this and attended?</i>	

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:
Maintain and increase the numbers of learners participating in competitive sport.	<ul style="list-style-type: none"> <li>Continue membership of MESSA</li> <li>Participate in a full range of in MESSA events.</li> <li>Identify an increased number of Panathlon events to attend.</li> <li>Allocate time for learners to practice sports/ work as a team (lunchtime club/Friday afternoon) prior to participation in MESSA events/Panathlon.</li> </ul>	£400 £1000 £1000	<i>Increase in number of competitions entered.</i>  <i>Increase in number of learners taking part.</i>	To work with other local special schools/mainstream schools with hubs to introduce some smaller but more regular competitive sporting events i.e. a year 7 football match with the other similar special school in Colchester.

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

Created by:



Supported by:



