

# 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:
<ul style="list-style-type: none"><li>Children are regularly provided with a wide variety of after school clubs that cover a range of sports and physical activities.</li><li>Children are given the opportunity to volunteer or be picked to represent the school in inter-school sports competition. The school's sports premium has been used to buy new kits for the children to wear when representing Charlston Community School at competitions as well as to help transporting children to and from events.</li></ul>	<ul style="list-style-type: none"><li>Ensure staff that are new to our school are given CPD opportunities and are confident enough in delivering a variety of different areas in PE.</li><li>Raise the profile of PESSPA throughout school and the wider community through in school displays and celebrations as well as social media outlets.</li></ul>

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

If YES you must complete the following section

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 the end of the 2020/21 academic year.

<b>Academic Year: September 2020 to July 2021</b>		<b>Total fund carried over: £9380.12</b>	<b>Date Updated: 21/3/21</b>	
What Key indicator(s) are you going to focus on? <b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity and Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				<b>Total Carry Over Funding:</b>
				£
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p><b>Ensure all pupils are engaging in at least 30 minutes exercise a day</b></p> <p>Provide children with high quality PE lessons which are delivered by staff who are confident in what area of PE they are teaching.</p> <p>Provide staff with support in planning areas in PE that they are less confident with such as dance and orienteering.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p><b>Provide our pupils with new, engaging playground equipment to encourage them to become more activity during break times.</b></p> <p>Sign up to PE passport that provides staff with high quality planning and assessment tools to effectively teach and assess children in PE.</p>	<p>Carry over funding allocated:</p> <p><b>£929.30</b></p> <p><b>£1444</b></p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?</p> <p><b>Children are engaging with one another during play times. New Year 3 pupils have found it easier to integrate into the KS2 playground as there are plenty of sports and activities to do during play times.</b></p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p>

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.	<b>70.7% can swim a distance of 25m</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<b>9.8% can swim using FC, Br, Bk</b>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<b>66%</b>
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/ <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: £19,300		Date Updated: 20/3/21	
Key indicator 1: The engagement of all 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:
					Approx. 5%
Intent	Implementation			Impact	
			Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	
All pupils will begin to take part in the daily mile once a day.	At the end of every lunch time, children as well as lunchtime and/or teaching staff will participate in a 1 mile run.	Free			
Pupils will be provided with new equipment to increase engagement and participation in exercise during break and lunchtimes.	The playground is split into zones with clear activities for specific zones such as football/rugby, skipping/hoops, hopscotch and target throwing.	£929.30			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					Approx. 7.5%
Intent	Implementation			Impact	
		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	



Ensure staff and colleagues are aware of the resources available to them to deliver high quality PE lessons	<p>Organise folders with schemes of work are available as hard copies and digitally for staff.</p> <p>The PE cupboard is clearly organised and labelled to ensure staff can easily and quickly locate resources for lessons.</p> <p>All staff are able to log into PE passport to access PE planning resources.</p>	£1444 PE passport		
Utilise the school's social media sites such as Facebook and Twitter to promote extra-curricular activities in school as well as celebrate any work going on in competitions.	Upload regular pictures and posters of current and upcoming extra-curricular activities to increase participation.	Free		
Make sure staff and children are aware of the difference between PE, School Sport and Physical activity	Use the PE display board to display the definitions of each of them.	Free		
Ensure <u>all</u> children are able to take part in PE lessons and understand the importance of PE.	<p>Use PE Premium to purchase spare PE kit for children that don't have any kit or regularly forget to bring into school.</p> <p>Kit will be loaned out by swapping an item of clothing with the spare PE kit to ensure it is returned. i.e a shoe for a spare pair of PE shorts.</p>	£100-£200		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				53.5%
Intent	Implementation		Impact	
			Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Outside agencies (such as Steve Biltcliffe, Fit Beat and Featherstone Rovers) will be delivering high quality PE lessons.	Staff will attend these PE sessions and observe specialised coaches taking the sessions as a form of CPD.	Fit beat - £4320 Steve – £1288.50 Rovers - £3300		
Subscribe to PE passport to assist staff in planning high quality PE lessons as well as assessing and tracking pupil's progress.  In addition to PE passport, we will sign up to Pippa and Eddie's EYFS active adventures and the Dance to school package.	Staff will be able to use the PE Passport app on their class ipad to access PE planning, pre-planned lesson plans and videos as well as the ability to use an assessment tool during PE lessons to track their class's progress throughout the year in different sports.	£1444		
Total Dance to start an after-school Yoga class for staff to attend in order to promote good physical and mental well-being.	Staff will be upskilled in delivering Yoga lessons which can then be used as a morning routine, PE lesson or staff run after-school club.	£245		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				Approx. 40%
Intent	Implementation		Impact	



<p><b>Featherstone Rovers have offered our school extra after school and curriculum coverage this academic year due to being unable to complete their last year's contract with us due to the ongoing pandemic.</b></p> <p><b>They will provide children from Year 1 through to Year 6 with high quality PE lessons and afternoon schools that offer a range of sports that <u>all</u> children can access.</b></p>	<p>Use after school clubs with Featherstone Rovers to introduce children to range of different sports including lacrosse and handball</p>	<p>Part of a £3300 package</p>		
<p><b>Fitbeat have offered to deliver a whole class fitness and music programme to 2 classes in UKS2</b></p>	<p>Use Fitbeat to demonstrate how we can link and develop our music and PE skills as well as promoting a healthy body and healthy mind.</p>	<p>£4320</p>		
<p>Additional achievements:</p>				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Organise intra-school sports competitions between classes and different key stages	<p>Use each class or key stage's PE focus for the half term to organise competitions to be held against one another with the winner for each half term earning a trophy.</p> <p>Possibility of paying teaching assistants overtime to help staffing and hand out refreshments if competitions take place after school.</p> <p>Trophies to be bought.</p>	£100 or less for trophies.		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	J Powell
Date:	21 <sup>st</sup> March 2021
Governor:	
Date:	