

# 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:

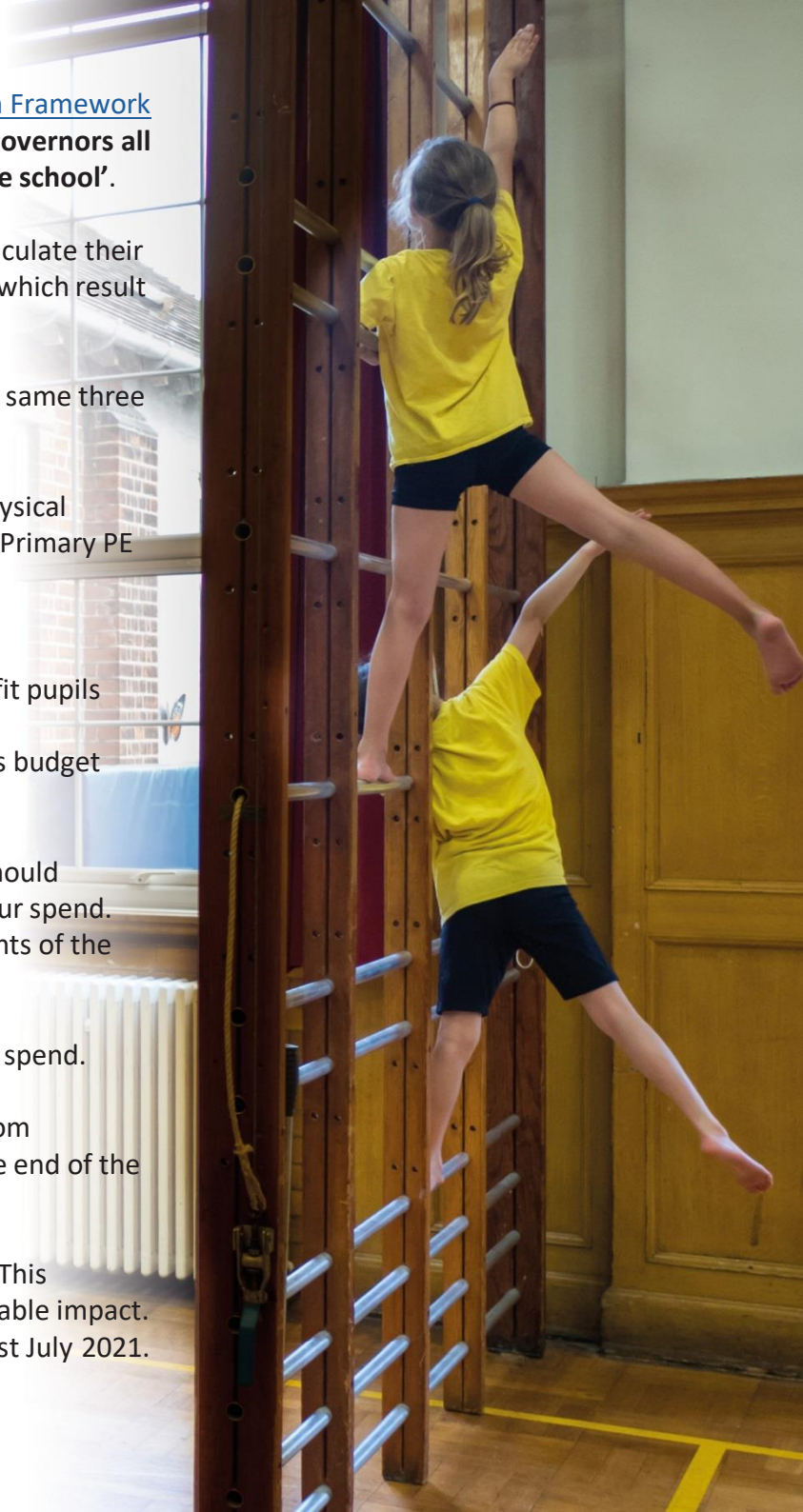
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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>The funding has proved invaluable over the past two years in allowing TDMS to further enhance provision and opportunity for all pupils to participate in a far wider range of PE and School Sport opportunities.</p> <p>Despite the huge restriction that have been faced over the course of the last two years, with regards to sporting activity, the funding has still enabled us to ensure the following:</p> <ul style="list-style-type: none"> <li>▪ Increased pupil participation</li> <li>▪ Introduction of new initiatives</li> <li>▪ Extended provision</li> <li>▪ Improved positive attitudes to health and well-being and PESS</li> <li>▪ A more inclusive curriculum which inspires and engages all pupils</li> <li>▪ Enhanced quality of teaching and learning</li> <li>▪ Positive attitudes to health and well-being</li> <li>▪ Increased pupil participation in competitive events</li> </ul>	<p>Based on our current evidence there is a need for further improvement and investigation into the following areas:</p> <ul style="list-style-type: none"> <li>▪ To complete a thorough self-review of provision of physical education, school sport and physical activity to identify areas where we are able to broaden the curriculum in order to improve the offer, up-skill teachers and/or improve levels of physical activity.</li> <li>▪ To engage more pupils in regular physical activity, outside of the school curriculum.</li> <li>▪ To further improve participation in competitive sport. Through our offer within school and also through links with external clubs and coaches.</li> <li>▪ To ensure specialist equipment and teaching resources are available to develop a fully inclusive curriculum for all pupils.</li> <li>▪ To Increase pupil awareness of opportunities that are available in the community and to further increase school-community links with external providers.</li> </ul>

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**    £17,880  
**= Total to be spent by 31<sup>st</sup> July 2021**                    £17,880

<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><b>DATA HAS BEEN REQUESTED FROM PARTNER FIRST SCHOOLS AND WILL BE ADDED ONCE THIS HAS BEEN RECEIVED.</b></p> <p><b>COVID AFFECTED DATA 2020/21</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>	<p>%</p>
<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>	<p>%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>%</p>
<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>	<p>Yes/<b>No</b></p>

## 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: £17,880		Date Updated: June 23 <sup>rd</sup> 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:
					%
					7
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?	
To improve current provision through the purchase of additional age groups specific adapted athletics equipment.	The purchase of specialist, adapted equipment to include: shot, discus and javelin for athletics within curriculum time.		£1250	Pupils are now able to participate in athletics in a safe and secure environment using appropriate equipment for their age group.	
This will allow pupils to develop appropriate techniques and participate in the full range of athletics events.	Also, purchasing additional equipment that can be used to enhance extra-curricular offering.			They are also able to access a wider range of clubs in school.	
To provide more and broaden the variety of extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations.	By introducing a new range of sports and physical activities (such as OAA, dance, yoga and fitness sessions) to encourage more pupils to take up sport and physical activities.			This has enabled us to provide targeted activities to involve and encourage the least active children.	
				To further develop resources and investigate new equipment that will further increase the range of our current provision.	
				Use of Pupil voice to discover other area where we can diversify our current provision.	
				By partnering with other schools to run sports and physical activities and clubs to benefit pupils from both schools.	

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	5
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:
To engage fully in as many School Games events as possible during the academic year through remote competition and adapted in school events. Thus, enabling pupils to understand the values of the games.	The purchase of a greater range of adapted equipment to allow pupils of all abilities to access the curriculum, extra-curricular activity and competitions. For example: Boccia and Curling.	£750	Pupils are now able to access a wider range of activities within the school curriculum to suit their specific needs and ability profiles.	To develop the use of this specialist equipment with the wider school community within core PE lessons.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0
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:
To ensure teaching staff have access to the equipment that is necessary to deliver activities safely whilst also being able to engage and motivate the pupils.	To provide staff training for the new sports and activities that have been introduced to curriculum time and as part of our extra-curricular offer.	Funding not required as delivered in-house.	Staff are fully aware of safety considerations of these new activities and now feel confident in delivering these sessions to the pupils.	To develop leadership opportunities for our 6th form pupils in order to allow us to further enhance our extra-curricular offering to pupils.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	10
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:
To introduce a new, wider range of sporting activities into our school curriculum for core PE.	New activities such as dodgeball, handball, volleyball and American football can now be delivered through our core PE offer	£1670	Pupil voice has been used to gather evidence of how well the new activities have been received by the pupils and to identify other sports and activities that can be introduced in the future.	The next step will be to develop our curriculum plan for 2021/22 to ensure opportunities for more pupils to experience these new activity areas, whilst signposting them to extra-curricular clubs.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	78
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:
To allow pupils the opportunity to experience true competitive sport within a school environment and be able to host competitive sport on our school site in the future.  To increase and actively encourage pupils' participation in the School Games	To develop and refurbish our athletics long jump area to ensure it meets with current guidance and that it is able to host School Games athletics events in the future.	£14,209	The area developed has now been used successfully through our Summer Term athletics programme and also allowed pupils to experience intra- school competition.	To use the area in the future for sports days and to host inter-school competition within our local partnership schools.  By organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations

Signed off by	
Head Teacher:	Stuart Weston
Date:	23/062021
Subject Leader:	Mr Craig Stephens
Date:	23/06/2021