

# 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](https://www.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>Happy Lunchtimes- children enjoy lunchtimes more and are actively involved in more activities.</p> <p>Competed in a variety of different competitions that we have not previously accessed including gymnastics and regional cross country.</p> <p>KS1 movement intervention has significantly improved skill levels of those that were identified.</p> <p>Attendance intervention was successful in increasing pupils attendance on a whole school level.</p>	<p>Introduce a reward system to celebrate the success of our students such as reward trips to elite sport in Leicester (Leicester Riders, Leicester City Football matches) and trophies and medals in assemblies.</p> <p>Improve PE facilities for students to improve PE lessons, after-school clubs and break/lunch times.</p> <p>Increase the level of activity of students through the 'Marathon Kids' programme.</p> <p>Deliver a more varied curriculum that meets the needs of ALL (including SEND) our students.</p> <p>Improve the percentage of pupils leaving the school in year 6 able to swim 25m. This has been disrupted by Covid-19 as the Leicester pools are closed until September 2021.</p> <p>Increase the afterschool provision and range of activities available to students. Affected by Covid-19. Aim to start clubs after Easter 2021.</p> <p>Focus on the wellbeing of students in light of the previous year (Covid-19) by introducing specific clubs and sessions. Continue to health/fitness theme in PE lessons which has been very successful during lock-down.</p> <p>Target least active pupils specifically for additional clubs.</p>

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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.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over:</b> ££6826.50	<b>Date Updated:</b> 16/11/20
What Key indicator(s) are you going to focus on? <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils		<b>Total Carry Over Funding:</b> £6,826.50
<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?:
<p>4. As a school we need to invest in the equipment available for primary PE lessons in light on the Covid-19 restrictions and not being able to share equipment across bubbles. By investing in equipment we are ensuring that every year group will still be able to access the full curriculum as far as possible in line with up-to-date government guidance.</p>	<p>Carefully plan and prioritise equipment to be purchased in order for all year groups to access the full PE curriculum (badminton posts and nets, rackets, footballs, uni-hockey equipment, rounders equipment, tag rugby equipment, athletics equipment, tennis equipment)</p>	<p>£3,069.19</p>	<p>Ensure that the curriculum offers as wide a variety of activities as possible given up to date guidance. Purchase additional equipment as appropriate as guidance changes and lifts for different sports.</p> <p>Pupil feedback shows that students are enjoying the net/racket sports especially badminton. 450 students have now experienced net/racket sports.</p>	<p>Continue with the broader curriculum so that students are better prepared for secondary school PE. Next steps are to establish a primary badminton club.</p>
<p>4. Students to experience a wider PE curriculum through the introduction of new sports such as badminton and tennis.</p>	<p>Purchase new equipment to enable the delivery of badminton and tennis.</p>			
<p>4. SEND students to experience a better PE curriculum.</p>	<p>Purchase a variety of inclusive equipment to ensure ALL pupils can be involved in activities (Boccia, adapted equipment, curling equipment)</p>			



<p>1. Increase the levels of physical activity over break times and lunch times as the general fitness level of the children has dipped as a result of being in lockdown for a prolonged period of time.</p>	<p>Purchase additional football goals for use at break times and lunch times as well as PE lessons. Pupils enjoy playing football so facilitating more space for this will target more children to be active.</p> <p>Have a refresher training session with the Happy Lunch Times team as lots of procedures have changed during lunch times and this needs adapting to suit the new timings/spacings of the children.</p> <p>Additional Key Stage specific equipment available at lunch times for children to play with including activities that focus on fine motor skills (hoops, balls, bean bags, basketballs from early years to year 6)</p>	<p>£800</p> <p>£400</p> <p>£1,312</p>	<p>Children actively engaged in sport or PA at lunch times.</p> <p>Student survey results:</p> <ul style="list-style-type: none"> <li>• 85% of students actively engaged in sport at break and lunch times.</li> <li>• 79% of students are using the new equipment at break/lunch times.</li> <li>• 81% of students think that break/lunch times are better now.</li> </ul>	<p>Continue this programme next year.</p> <p>Next steps are to purchase permanent basketball hoops for the playground and establish the marathon kids programme for break and lunch times.</p>
<p>4. With the schools focus on encouraging more pupils to participate in a wide variety of PESSPA and having new and unique experiences within the</p>	<p>Set up costs and securing all of the appropriate safety equipment so that SEMH pupils can be</p>	<p>£1,245.31</p>	<p>Children actively engaged in outdoor adventurous activities on a regular basis, separate to the PE</p>	<p>Maintain the set up that has been established and continue to use this on a daily basis for a wide variety of children.</p>

outdoor learning environment, we will use some of the money in order to set up and facilitate the 'Forest Schools' provision available to children	targeted for this intervention.		curriculum. There has been a positive impact on controlling emotions and behaviour for the students (see THRIVE data).	Possibility of creating links for other schools/community groups to access provision in future years at a cost to help maintenance costs. This links in with the whole school plan to have an outdoor education centre.
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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.	Pools in Leicester are not currently open. This will start again in September 2021.
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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/No

## 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.

£17380.36 allocated

Academic Year: 2020/21		Total fund allocated: £18,000		Date Updated: 02/12/2020	
<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:	
				£4550 25.3%	
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:
Students to be more active during the school day.	Launch the marathon kids programme to get students more active in PE lessons and during break/lunch times.	£550	Students understand the importance of getting active. See marathon kids stats on levels of activity – in summer term 1 and 2.		Continue the programme next year. Plans are in place to build a ‘Daily mile running track’. Next steps – rewards for students with that have made the most progress.
Extra-curricular clubs is a big way in which as a school we are able to provide children with additional opportunities to take part in physical activity. With covid restrictions in mind, we will continue to work hard to ensure pupils have access to these opportunities as and when possible.	Use staff specialities alongside Finding Fitness to ensure that each Key Stage Phase has access to a club which appeals to the children. Use pupil voice in order to ensure that clubs offered at targeted towards pupils enjoyment.	£2,000	Pupils have become more actively engaged in extra-curricular sports and a wider range of children will access this provision. 7 after school clubs running in term 5 and 6 (350 children)		Continue with clubs that are getting high levels of attendance and change up any clubs to encourage further participation. Next steps – increase number of staff leading clubs next year.
Basketball nets – increase levels of activity at break and lunch times – improve PE lessons and increase after school clubs	Purchase permanent basketball hoops for the playground for students to use at break/lunch times.	£2000	Feedback from student survey on break/lunch times showed that they wanted basketball nets.		As they are permanent they will last a long time. Next steps – establish a lunch time and after school basketball clubs.

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<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: £3000 16.7 %
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:
Target Band A/B PP students for Breakfast clubs. This will have a positive impact on their behaviour and wellbeing. A club would look at providing both opportunities for physical activity before school but also a focus on wellbeing as well as providing a nutritious breakfast for pupils that attend.	Identify children who might benefit from this type of club and contact them initially to get involved. From previous experience this can sometimes prove difficult with sibling drop offs and so would need to be flexible. Finding fitness to provide cover for this on one day and potentially a member of TGSA staff on another day.	£1,000	Additional pupils accessing a wider variety of PESSPA and accessing opportunities to improve wellbeing. (Term 1 – 20 students – on-hold in term 2 due to Covid – plan to re-start in term 3)	Continue this next year and direct these students to after school clubs to continue their sporting journey.
Attendance intervention was an area which we began last year, by having a targeted club on a Friday for those pupils who had poor attendance in Year 3 and 4 and working towards improving attendance by inviting them to 'Sports Club' on a Friday during lesson time.	Work with the data to ensure that the correct children are being targeted- perhaps in all key stage phases. Understand the children's particular interests and what they enjoy doing in order to make it even more appealing for them to get into school so that they are able to attend. This will be run by finding	£1,000	Improved attendance for those participating in the targeted club (all students attendance improved from half term 1 to half term 6).	Continue this next year.

<p>Raise the profile of school sports teams so that children aspire to be in the teams and younger years can look up to UKS2 as something that they would like to achieve and inspire them to participate more in PESSPA</p>	<p>fitness/TGSA dependant on availability. Staffing for this needs to be consistent.</p> <p>Celebrate the successes of school sports teams within the school and also individual pupil's achievements within sport both within and outside of school.</p> <p>Purchase new kit for sports teams so that they can be proud of the teams that they play for. Also look into TGSA signage for fixtures and also waterproof coats for pupils so that they can feel part of a team.</p>	<p>£750</p>	<p>Pupils feeling proud of their achievements and being able to showcase their successes within school. We have created an environment where sports achievements are celebrated and positive role models are acknowledged.</p> <p>Pupils being proud to be part of the school teams and others aspiring to participate for the school.</p>	<p>Look after the new kits and ensure they remain in excellent condition. Next steps – Sports teams display board with pictures of all the teams.</p>
<p>Celebrate student success through the rewards programme. Raises the student's confidence and self-worth which has a positive impact on learning.</p>	<p>Purchase trophies and medals to be presented in assemblies.</p> <p>Rewards trips for year 6 such as watching the Leicester Riders and Leicester City Football club. Target students that have made the most progress and excellent behaviour records in PE.</p>	<p>£250</p>	<p>Positive impact on behaviour in lessons. Students feeling proud of their achievements in PE.</p>	<p>Continue next year and increase the reward trips to all years.</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£440.17 0.02 %
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:
Staff resources to further develop the knowledge of 'Forest School' staff.	After the initial training, staff require additional resources so that they can continue developing and improving their practice.	£40.17	Staff feel more secure in their knowledge and more confident to deliver specific skills	Resources available to go back over at any point and can be used to give specific training to additional staff where necessary.
Staff CPD – improve knowledge and pedagogy of staff in their areas of weakness. This will then improve the PE experience of our students.	Angelene – basketball/badminton course.	£200	Improved PE lessons (evidence – PE lesson observations) and also after school clubs.	Angelene – lead staff training in these areas to train other teachers to lead badminton/basketball clubs.
LSA training – enable LSA's to be more effective during PE lessons which will improve the students experiences in lessons.	Angelene to lead this training in school time.	£200	Improve student's and staff's experiences in PE lessons. Aim to reduce hot spots, improve support for key groups (SEN, band A/B PP students)	Annual training for LSA's led by primary PE teachers.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£6,920.19 38.4%
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:

<p>Swimming is an area in which we recognise as a school we need to improve upon. Therefore, we are changing the way in which we approach swimming (once we are able to access swimming again). We are using a multi- strand approach to improving the swimming ability of all of our pupils.</p>	<p>Firstly we will be prioritising one year group to swim from potentially christmas-summer (this will be part of our usual provision and be covered by the school cost).</p> <p>Provide a series of intensive sessions for year 6 post-SATs, perhaps 2 afternoons a week for 6 weeks for those children who cannot yet access the essential standards.</p> <p>Further promote swimming as a lifelong activity by hosting a number of sessions available at the weekends to families as fun sessions to encourage parents to take children swimming on a regular basis.</p>	<p>£2,000</p> <p>£500</p>	<p>Improved confidence of all pupils when swimming including their ability to swim 25m, use a range of strokes effectively and be able to perform safe self-rescue.</p> <p>More children participating in swimming as a leisure activity with their families and an increased importance placed on swimming as a life skill.</p>	<p>Swimming pools in Leicester as closed until September 2021. Use funding to establish the programme in the next academic year.</p>
<p>As a school, outdoor adventurous education is an area in which we feel that children can benefit from immensely. Not only physically developing new skills and sparking new interests but also with a big focus on improving the mental health of our pupils. Being in an outdoor environment and achieving new skills is at the forefront of this new venture for the school and something which most children will have access to throughout the year.</p>	<p>Additional equipment (waterproof trousers/jackets, canopy, hammocks and slack line) in order to further the provision available for children and the different activities that they will be able to participate in.</p> <p>Install composting toilet so that groups are able to access the provision for longer periods of time.</p> <p>Maintenance costs for the first</p>	<p>£206.09</p> <p>£1,200</p> <p>£1,000</p>	<p>All pupils having access to a wider variety of activities and most students throughout the year accessing a new activity.</p>	<p>Maintaining the facilities available and using them for external schools/teams to help with maintenance costs each year.</p>

Boxing is something that we ran as part of a behaviour intervention last year and many pupils really enjoyed participating in it. We aim to introduce boxing/boxercise as a sport to participate in both within curriculum time and also small scale extra-curriculum provision.	year. Purchase boxing equipment and ensure that staff are upskilled in providing session on boxercise/boxfit	£290	Pupils actively engaging in a new element in the curriculum and participation at extra-curricular club is high.	Continue this project next year as it is very effective with challenging Y5/6 students. Next steps – set up a boxercise after school club to increase participation of band A/B PP students.
Broader and better curriculum for our students. The curriculum at present is lacking in net and wall games as a result of lack of equipment and space. By investing in additional equipment and in getting better storage into the space available it will be possible to add some net and wall games into the curriculum.	Purchase badminton net, posts and other additional equipment which can be used for badminton but also the nets and posts can be used for tennis.	£ 620	Pupils actively engaging in new aspects of the curriculum and having the confidence to try new sports.	Keep more net/racket sports on the curriculum next year. Next steps – set up a badminton after school club.
We need to invest in additional inclusive equipment for PE lessons so that all pupils can be included in a wide variety of ways.	Purchase inclusive PE equipment	£654.10	Improve the PE experience for our SEND students.	Next steps – Increase the number of SEND students participation in after school clubs and SPAN events.
To improve the students PE experience in lessons and after school clubs by investing in Judo equipment.	Purchase Judo suits for students to use in PE lessons and after school clubs	£450	Increased numbers of students doing after school Judo club (40 students in term 3).	Add Judo to the curriculum in 2021-22 it has been very successful in previous years (stopped due to Covid).

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1920 10.7%
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:
Continue to use the SSPAN network in order to enter regular competitions. Focus this year to be on entering a series of different competitions to allow for children to have access to a greater range of competitive sport.	Sign up to have access to the SSPAN network. Have a look at entering the virtual competitions until in-person competitions resume. Take advantage of all of the additional support and opportunities that the SSPAN network have to offer.	£1320	A number of different competitions entered over the course of the year with a variety of different children having access to them such as football, netball, athletics and indoor athletics competitions.	Continue to prioritise competitions that include a variety of different children's interest. Next steps – increase the number of sports teams entering competitions.
Increase the competitive opportunities available to our students during lesson times.	Organise inter-class competitions and present awards to students in assemblies.	£200	All pupils accessing regular competitions through the class competitions.	Use the class teachers to embed this within the culture of the school. Announce competitions at the start of the year so classes can prepare for each and know what is coming up.  Look to introduce these competitions at trust level once embedded within the school.



Improve provision for better training for indoor and outdoor athletics competitions as many of the children enjoy participating in these and large numbers of children in Year 4/5/6 can participate. This will in turn improve the confidence of children competing and encourage more children to want to be part of the team and participate in competitions	Invest in specialist equipment needed for indoor and outdoor athletics competitions so that we can run more realistic extra-curricular training sessions. With more equipment we will also be able to offer a wider variety of events during lesson times.	£400	Pupils are attending competitions with more confidence and as a result are placing higher in the competitions. Pupils engagement in athletics improved.	Enter the indoor athletics SPAN comps next year. Next steps – set up an after school athletics club in the summer term. Then continue the club in in the winter terms in the sports hall.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
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