

# 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](#) 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](#).

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>➤ The school continues to perform well in inter &amp; intra-school competitions</li> <li>➤ Swimming skills and attainment are consistently above 85% for Year 6 children and the school has won a number of swimming galas</li> <li>➤ There is a vastly improved access to physical play at lunchtimes and playtimes across the school through OPAL.</li> <li>➤ PE curriculum has been reviewed and updated in KS1 to ensure that key skills are being taught progressively.</li> <li>➤ PE curriculum has been reviewed and updated in KS2 to ensure that skills across a variety of sports are taught progressively.</li> <li>➤ Children continue to engage well with extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Further develop the role of Year 6 Sports Leaders. 8 new sports leaders from 6MC have been selected and trained. We now have weekly meetings. In our first meeting, we discussed the issue of the Mega Mile for the older children. They are going to come up with some ideas for 'spicing' it up. We also agreed on a rota for supporting Mr Balogun with KS1 interventions on Mondays.</li> <li>➤ Improve links with local clubs and secondary schools for children who express an interest or show potential to develop a sport further.</li> <li>➤ Further improve children's health, fitness and wellbeing. Sugar display is being put up in school. 'Eat Them To Defeat Them' campaign to be launched in June.</li> <li>➤ To increase participation of disadvantaged children in extra-curricular activities. KS2 clubs have now started. There are now six different clubs across the week. Where spaces are available, disadvantaged pupils to be invited.</li> <li>➤ Further develop the quality of dance teaching across the school.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	86%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	86%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
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 as we have entered a number of swimming Galas

## 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 students today and for the future.

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b>	<b>Date to be updated April 2021:</b>		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity.				Percentage of total allocation:
				£4750 24%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps: Update April 2021

<p>Improve the health, fitness and wellbeing of children by introducing three new initiatives in addition to their PE lessons.</p>	<ul style="list-style-type: none"> <li>○ Trial the Mega Mile with Year 6.</li> <li>○ Roll out the Mega Mile to all children in KS2.</li> <li>○ Purchase the 5-a-day Fitness programme for all children.</li> <li>○ Share successes across the school community via Twitter and the school's website.</li> <li>○ Apply for Healthy Schools status – bronze award.</li> <li>○ Purchase individual skipping ropes for children in Years 3 and 4.</li> <li>○ Track the progress of Years 3 and 4 skippers with a weekly whole-class assessment.</li> </ul>	<p>£4,250</p>	<p>Improved levels of health and fitness will be observed across the school, including a special focus on Years 3 and 4.</p> <p>Healthy Schools status will be granted</p> <p><b>Impact: Healthy Schools application has begun. Application is close to completion.</b></p> <p><b>Focus on health impeded by lockdown but weekly challenges are shared with pupils. Results added to the newsletter along with sporting facts. Children also invited to participate in weekly London Youth Games challenges. Will start bi-weekly PE zoom lessons.</b></p>	<p>To embed the Daily Mile across KS2.</p> <p>KS1 to be set daily challenges from January 2021.</p>
<p>Providing opportunities for those exceeding swimming expectations. Plus swimming sessions linked to home school journeys.</p>	<ul style="list-style-type: none"> <li>○ Identify pupils exceeding in swimming</li> <li>○ Rent a local pool and hold swimming trials</li> <li>○ Enter local swimming galas</li> <li>○ Identify staff to support at events with travel and supervision</li> </ul>	<p>£500</p>	<p>For those children exceeding in swimming to have the opportunity to compete against local schools.</p> <p>Results published on twitter and school newsletter.</p> <p>Those children still identifying as non-swimmers</p> <p><b>Impact: Swimming has been</b></p>	<p>Teachers to work closely with swimming instructors to identify talent.</p> <p><b>In the Summer term, an intensive block of lessons has been booked for Years 4 and 5. The focus will be on water confidence, swimming technique and water safety.</b></p>

			halted for the time being.	
<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: £500 3%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>To further develop the role of Year 6 sports leaders with a particular focus on leaders to support SEND and disadvantaged children.</p>	<ul style="list-style-type: none"> <li>○ Children to apply for the role of play leader via email</li> <li>○ External training for 8 children provided on the 16th October by Graham Curtis from Lewisham.</li> <li>○ Training provided internally by the school's sports coach for the various elements of the role e.g. facilitating play with SEND and vulnerable children through interventions, setting up the playgrounds, monitoring equipment</li> <li>○ Sports leaders to make LOOM assemblies to promote their roles and responsibilities.</li> <li>○ Weekly meetings with P.E leader</li> </ul>	<p>£500</p>	<p>PE leader to monitor sports leaders.  Modelling of collaborative play to SEND and disadvantaged children.  Sports board to display photos of sports leaders and names shared through newsletter</p> <p><b>Impact: Focus to continue post-lockdown. Sports leaders have been trained.</b></p> <p><b>New sports leaders have been trained. Opportunities have been given to SEND and disadvantaged pupils.</b></p>	<p>In Feb 2021, the 8 sports leaders to train 8 new leaders ready for a March handover.</p> <p>Sports leaders to promote the role.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£11705 58%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Internal performing Arts teacher to support the professional development of Dance by mentoring, team teaching and providing resources so all children are effectively taught Dance.	<ul style="list-style-type: none"> <li>○ CPD for all staff</li> <li>○ Embed the new resource to support the development of Dance</li> <li>○ Team teaching with the Performing Arts teacher for identified staff</li> <li>○ After school club for children who which to perform at events</li> </ul>	£ 2000	<p>Zoom assemblies to the whole school. PE twitter feed.</p> <p>Impact will be through observations scheduled for the Spring term.</p> <p>Lesson plans written for future use.</p> <p><b>Impact: Dance showcases shared with parents at the end of Autumn 1. Lesson plans available for staff to use.</b></p>	<p>Teachers improve their confidence when delivering Dance.</p> <p>Continuous improvement of PE provision across the school through planning and team teaching.</p>
Engaging with local sports clubs to deliver PE sessions to increase staff confidence e.g. Cricket club, Tennis.	<ul style="list-style-type: none"> <li>○ P.E leader to audit teachers' subject knowledge. Plus observe lessons.</li> <li>○ P.E leader to liaise with external clubs</li> <li>○ PE lessons provided for identified year groups. Teachers to observe and take notes.</li> <li>○ Lesson plans written or provided by external parties.</li> <li>○ Build a bank of external clubs to signpost higher attaining athletes</li> </ul>	£1000          £8705	<p>Children participating in sports led by professional coaches.</p> <p>Increased numbers of children accessing external clubs.</p> <p>Impact will be through observations scheduled for the Spring term.</p> <p><b>Impact: Focus to continue post-lockdown.</b></p> <p>PE lead is looking to join Adele Modeste's cluster group next year with more opportunities for CPD and competition.</p>	

<p>Develop PE teaching to raise the profile of the subject across the school and promote healthy active lifestyles.</p>	<p>towards.</p> <ul style="list-style-type: none"> <li>○ Employing a PE coach to deliver quality lessons</li> <li>○ PE coach time to team teach and mentor</li> <li>○ Joint lesson observations with PE leader</li> <li>○ PE coach to provide units of planning to support delivery</li> </ul>		<p>Planning available on the server for staff. Advice given for delivery of lessons. PE leader pursuing Healthy School Status.</p> <p>Impact: Updated planning on the server available for all to access. Lessons easy to follow and support development of knowledge.</p>	<p>Next steps: Develop P.E subject knowledge of RQTs and teachers who feel less confident delivering specific units of PE.</p>
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<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: £1000 5%</p>
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase attendance of BLAM and disadvantaged children at school sport clubs and activities.</p>	<ul style="list-style-type: none"> <li>○ Review of current provision</li> <li>○ Club leader time to organise termly</li> <li>○ Via Pupil parliament children to identify possible future clubs for the second half of the year.</li> <li>○ Extend provision for after school clubs for KS1</li> </ul>	<p>£1000</p>	<p>Audit of registers to identify children to be targeted for Autumn term clubs.</p> <p>Timetable demonstrates a variety of clubs provided. An increase in attendance of disadvantaged children.</p> <p>Impact: Focus to continue post-lockdown. Sports coach to monitor participation in zoom sessions.</p>	<p>After school clubs have been developing for the last few years. Parent questionnaires show that provision has been improving.</p> <p>Next steps: To improve the provision of before school clubs. Investigate the potential of improving the playground surface to allow further sports games.</p>

			Where spaces are available, disadvantaged pupils to be invited.	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: £2000 10%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase pupils' participation in school games by organising, coordinating or entering more sport competitions or tournaments within the school or across the local area.	<ul style="list-style-type: none"> <li>Registration to Sydenham and Forest Hill School partnership (D&amp;G Sports).</li> <li>PE leader to attend all meetings with PE coach</li> <li>Participation in 11 different festivals throughout the year. Students from year 1- Year 6 included.</li> <li>Identify additional staff member to assist in taking children to tournaments and festivals.</li> </ul>	<p>£1200</p> <p>£800</p>	<p><b>Intra School Competition - SPEED BOUNCE</b> (finals in November)</p> <p><b>Impact: Completed and results published in the newsletter and on twitter. Sports leaders from Haseltine and Fairlawn to look to organise an inter sports competition during Lockdown. Children enjoy competing.</b></p> <p>Intra school skipping competition to be launched for the summer term.</p> <p>Competitions to be entered as and when restrictions allow. Joining Adele Modeste's group in 2021-22 will allow more regional competition, promoting greater challenge for our high performing athletes.</p>	To continue to register with D&G sports and enter all competitions available including whole school competitions.

	<b>Total planned spend</b>	£19955		
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