

# 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](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, 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:
<ul style="list-style-type: none"> <li>• Fitter Future as a whole school way of keeping fit and active every day.</li> <li>• Daily Mile path installed and being used regular by all year groups.</li> <li>• Involvement of some events by the School Sports Partnership, offering children a wider experience of sports and the opportunity to compete with other schools.</li> <li>• Good extra-curricular provision across the school prior to Covid-19.</li> <li>• Lots of CPD opportunities for staff led by PE Coordinator and outside providers</li> <li>• Installation of OAA course and mapping across the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the confidence and knowledge of all class teachers in their teaching of P.E.</li> <li>• Make full use of the variety of events offered by the School Sports Partnership, including family festivals, intra sport sessions and competitive leagues <b>where possible due to Covid-19</b></li> <li>• Improve records of swimming ability across the school.</li> <li>• Ensure all necessary equipment is available and of a high standard.</li> <li>• Improve monitoring of P.E. teaching across the school, as well as the recording of achievement through photo and video evidence</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

**Total amount carried forward from 2019/2020**      **£0**  
**+ Total amount for this academic year 2020/2021**    **£17,790**  
**= Total to be spent by 31st July 2021**                      **£17,790**

<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>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>	66.66%
<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>	66.66%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100C%
<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>	<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: £17,790	Date Updated: May 2021		
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:
				%
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:
1. All children need to be involved in regular physical activity each day so that they can become fitter and healthier.	1. Renew subscription to Fitter Future and promote its use across the school. Introduce and promote the use of The Daily Mile across all year groups. Offer a wide range of extracurricular sports clubs where possible due to Covid-19.	1. £500	1. Monitor use of Fitter Future and The Daily Mile across the schools by introducing a fitness counter for each class. Promote this in achievement assemblies and celebrate the highest scoring class. Children will be more active each day, especially the days that they do not have P.E. Fitter future workshops across KS1 and KS2 to encourage children to stay active	1. Continue to promote, monitor and celebrate daily physical activity. Continue to use the support of Fitter Future

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	
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>1. Ensure that all children are able to take part in P.E. lessons and have the correct clothing available to them.</p> <p>2. Ensure that all P.E. equipment is present and of a high quality.</p> <p>3. Ensure that there is an appropriate area for the storage of equipment.</p>	<p>1. Create inventory of kits that are currently in school. Ensure each year group has what they need. Also create swimming kit additional resources. Only if able to due to Covid-19.</p> <p>2. Look at current equipment and cross-reference to curriculum map. Replace any damaged equipment. Buy new equipment. Ensure all equipment is high quality.</p> <p>3. Research and discuss with companies about installing a new PE shed. Installation of new storage area.</p>	<p>1. £300</p> <p>2. £6000</p> <p>3. £2500</p>	<p>1. All children in the school will be able to take part in their two hours of timetables P.E.</p> <p>2. Resources and equipment will be available for all lessons and clubs. Children will recognise importance of sport and P.E. across the school</p> <p>3. Effective storage area in place. Children to recognise the importance of storing equipment properly to maintain standards.</p>	<p>1. P.E. kits to be kept in classes. Maintain as required.</p> <p>2. Equipment will be in place for future years. Continue to maintain high quality equipment.</p> <p>3. High quality equipment will be stored properly and therefore be appropriate for continual use across future years.</p>

4. Raise the profile of PE by providing staff with school polo tops, hoodies and coats to be worn on PE teaching days.	4. Discuss with Mapac about design and order items.	4. £1000	4. All teaching staff to have and wear the appropriate PE clothing when teaching PE. Children will recognise the importance of wearing appropriate sports clothing.	4. Staff will have the necessary PE clothing.
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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:
1. Provide teaching staff with resources to help teach high quality lessons.	1. Update Complete P.E. subscription. Share resources with teaching staff so that they know where they can find support.	1. £126	1. Teachers will be more confident in delivery of lessons. Resources will help teachers to increase their knowledge of areas of the P.E. curriculum.	1. Teachers will gain increased confidence in P.E. teaching which can be used in future years. Review and monitor effectiveness of this scheme.
2. Upskill new teachers in their P.E. teaching and mental wellbeing through sport as well as look into what INSET days were missed due to Covid-19.	2. P.E. coordinator to look into whole school INSETS as well as courses to help staff develop their skills. P.E. coordinator to disseminate previous courses, e.g. SSP dance	2. £1550	2. The teaching of P.E. will become more effective across the school as well as across the range of areas of the P.E. curriculum.	2. Children will leave school with a higher confidence and attainment in P.E. Teachers will continue to develop their skills and gain more



	workshop. Fitter Future to complete team teaching with identified teachers. Gymnastic CPD in school led by Stuart Bartlett			knowledge. Continue to look for opportunities to upskill new members of staff.
<b>Key indicator 4:</b> 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:
1. Offer a wide range of sporting activities for children across the school, both inside and outside the curriculum.	1. Renew School Sports Partnership subscription. P.E. coordinator to book intrasport sessions, family festivals and leagues <b>where possible due to Covid-19.</b> All Key Stage 2 classes to attend at least one family festival <b>where possible due to Covid-19.</b> Arrange extracurricular clubs to support what is being offered e.g. netball and football team practise, Y4 dance festival rehearsals <b>where possible due to Covid-19.</b> Send teachers on the SSP's INSET training events <b>where possible due to Covid-19.</b>	1. £2100	1. Children will be able to experience a wide range of sporting activities. Children will have the opportunity to take part in competitive situations. Children will have a chance to experience new sports. Extracurricular clubs to be offered so that children have the opportunity to practise sports. Increased participation and reputation across the partnership.	1. Children will have an increased knowledge and set of experiences by the time they complete the year. Monitor effectiveness of subscription and continue to renew.



<p>2. Increase attainment and progress in swimming across the school.</p> <p>3. Use external providers to offer additional sporting activities for children across the school.</p> <p>4. Look into providing provision for OAA that does not involve going off site.</p>	<p><b>Covid-19.</b></p> <p>2. Offer children an additional term of swimming. Use Swim England Swim Charter to document and monitor progress.</p> <p>3. Discuss and research with external companies, e.g. archery, boxing etc. to come in and work with the children in workshop situations.</p> <p>4. Research options into OAA. Liaise with companies to come up with a package that suits the school.</p>	<p>2. £714 approx TBC Top-up cost after parents' contribution</p> <p>3. £1350</p> <p>4. £1650</p>	<p>2. Higher percentage of children achieving the ARE for swimming across the school. Children will have their achievements documented in their swim passports.</p> <p>3. Children will have experienced new sports and have positive sporting memories moving forwards.</p> <p>4. Children will be able to access OAA regularly as part of their P.E. lessons. Resources will be used in a cross-curricular approach to provide active opportunities across the curriculum. Training opportunities for teaching staff so that confidence in teaching OAA is high.</p>	<p>2. Children will leave Alban Wood having achieved a life skill. Continue to offer this to children where possible so that they are supported in later life through this skill.</p> <p>3. Children will leave Alban Wood having experienced a broad range of sports.</p> <p>4. Children will leave Alban Wood with secure OAA skills. Recourses and confidence of teachers will contribute to the experience of future pupils. Maintain resources and have future CPD opportunities to share good practice.</p>
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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:
1. Use the SSP subscription to offer opportunities for competitive sport.	1. Enter football and netball leagues for the Autumn and Spring terms <b>where possible due to Covid-19.</b> PLT to use partnership connections to arrange friendly matches <b>where possible due to Covid-19.</b> Recognise achievements and good sportsmanship across the school.	1. As above	1. Children will experience competitive sport. Children will have the opportunity to represent the school. Achievements of school teams will be celebrated in assemblies.	1. Children will leave Alban Wood with lots of experiences and values. Continue to fully use the SSP subscription, monitored by PLT.

Signed off by	
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Date:	
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Date:	31/05/2021
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Date:	