

# 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](#).

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 2021:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Areas for further improvement and baseline evidence of need:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <ul style="list-style-type: none"> <li>• Get Active subscription with CPD sessions for all staff each week during PE lessons</li> <li>• Improved and renewed equipment for PE Lessons</li> <li>• Improved variation of equipment for break and lunch times to increase structured physical activity and games.</li> <li>• A broader experience in the range of clubs offered.</li> <li>• Increased sport participation for the vulnerable and pupil premium children in school and videos provided for those at home during the difficult time of Covid 19</li> <li>• Staff PE uniform purchased to create unity and professionalism during PE lessons and outside events.</li> </ul> | <ul style="list-style-type: none"> <li>• Covid 19 effected our sign up to YourSchoolGames, we will be looking to increase the number of competitive games against other schools next year.</li> <li>• Ongoing auditing equipment and replacing old equipment.</li> <li>• To introduce sports leaders in Year 6 to provide them with some leadership opportunities at breaks and lunch times for the younger children in school and to increase structured play.</li> <li>• To use the results from the teachers' views and confidence levels questionnaire to conduct more specific CPD sessions next year.</li> </ul> |

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

If **NO**, the following section is not applicable to you

|                                                                                                                                                                                                                                                                                                     |                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| 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?<br><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. | 90.62%                                          |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?                                                                                                                                                           | 90.62%                                          |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?                                                                                                                                                                                         | 90.62%                                          |
| 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?                                                                     | No- COVID 19 issue- no bubble mixing permitted. |



## 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                   |                                 |
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| Academic Year: 2020/21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                           | Total fund allocated: £17839.67                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                             | Date Updated: 13/07/21                                                                                                                                                            |                                 |
| 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: |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                   | 16.48%                          |
| 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:                                                                                                                                          |                                 |
| <ul style="list-style-type: none"><li>Ensure that there is a range of house events on offer throughout the year so that all children will have the opportunity to take part in a competitive sporting event.</li><li>Providing the appropriate and diverse equipment and resources for teachers so that lessons can be taught at a high pace.</li><li>To maintain equipment/service equipment ensuring it meets health and safety requirements for all children.</li><li>Ensure all children can confidently swim 25m and provide additional provision if needed.</li></ul> | <ul style="list-style-type: none"><li>Plan sports week for the Summer term.</li><li>Plan a sponsored fun run event.</li><li>Support PE teachers in house competitions each half term.</li><li>Regularly check PE resources and equipment.</li><li>Swimming classes each week, assess if any children need additional provision.</li></ul> | Equipment/<br>resources<br>£387.45<br>£298.71<br>£215.95<br>£78.00<br>£943.68<br>£146.85<br>£151.84<br>£104.76<br><br>Annual Checks<br>£117.60<br>£180<br><br>Wall insurance<br>£270<br><br>Swimming Pack<br>£45 | House events were sadly affected by Covid-19 due to the issue of not switching bubbles.<br><br>Equipment purchased ensured children had correct equipment in PE lessons and offered more structured play at break and lunch times.<br><br>Swimming resources and training (see below) ensured teachers were confident in teaching swimming. | Ensure house events are organised each half term next year to increase continuity.<br><br>Continue to monitor old equipment and resources and replace for the next academic year. |                                 |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Percentage of total allocation:                                                                                                                                                                                                                                                                                                                                                |
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| 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:                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Celebrate children's sporting successes.</li> <li>Update PE display board to celebrate current teams, players/runners of the week.</li> <li>Engagement with the Holmer Green Sports Partnership to allow children to represent the school.</li> <li>Using big sporting events such as Euro 2020, Olympics to bring a sense of belonging as a whole school.</li> </ul> | <ul style="list-style-type: none"> <li>Children presented with their sporting achievements in achievement assembly and a player of the week chosen for clubs for our display board.</li> <li>Annual sports day for whole school community.</li> <li>Every class to attend sport partnership competitions across the year.</li> <li>Initiate Travel to Tokyo Olympics 2021 challenge across the school and send out to all parents.</li> <li>Send out a Euro 2020 sweepstake for all classes and allow children to create a fact file on their chosen country.</li> </ul> | <p>Transport<br/><del>CANCELLED COVID 19</del></p> <p>Sports Partnership<br/>£1100</p> <p>Euro 2020<br/>£20</p> | <p>Children felt engaged during sporting assemblies and staff fed back the positive attitudes. The sporting player a week helped to build engagement and celebration.</p> <p>An adapted sports day helped children to still take part in competition and belong to a team.</p> <p>The impact of the Holmer Green Sport Partnership has been questionable when judged against the cost each term. As a school we are looking to move to organising free sports festivals with local schools next year.</p> <p>Staff commented on the engagement of children during Euro 202 and the research they had gone away and completed based upon their picked country. Great cross curricular links</p> | <p>Continue to conduct sporting assemblies and ensure children know they can bring in sporting achievements from home to show during achievement assembly.</p> <p>Contact local schools to initiate sports festivals. Sports co-ordinator and head teacher to contact from September.</p> <p>Continue to utilise world sporting events next year, including the World cup.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                | Percentage of total allocation:                                                                                                                                                                                                                                                                                             |
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| 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:                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Increase teachers' confidence in teaching and assessing PE.</li> <li>• Support staff with planning and schemes of work.</li> <li>• The PE coordinator to gain knowledge of their role to help all staff.</li> <li>• PE uniform supplied to staff when teaching PE to ensure they are in comfortable, suitable attire.</li> <li>• To ensure teachers skills are utilised and upgraded to support children in the best way- (including swimming level 2 training)</li> </ul> | <ul style="list-style-type: none"> <li>• Strictly Shine Dance and Get Active providing the teaching of one lesson per week for each class for teachers to observe.</li> <li>• Initiate a whole school computer file on the shared drive for all to access planning resources.</li> <li>• Issue a staff questionnaire to gauge confidence of teaching PE.</li> <li>• PE Coordinator to attend coordinator role CPD.</li> <li>• PE development plan created.</li> </ul> | CPD<br>£3640<br>£6600<br><br>Co-ordinator Training<br>£400<br><br>PE uniform<br>£1,181.76<br><br>Swim Course<br>£193.00<br>£183.00 | Teachers have received lots of CPD from organisations this year to help them teach their own class next year.<br><br>The staff questionnaire highlighted: <ul style="list-style-type: none"> <li>- Teachers' knowledge of gym and dance is an area to improve to reduce impact on pupils' knowledge.</li> <li>- Teachers would feel more comfortable with a scheme of work with videos, lesson plans and resources.</li> </ul> | Continue to assess teachers' confidence when teaching their own classes and adjust CPD to suit needs.<br><br>Research and book gym and dance CPD sessions to be completed during staff meeting time next year.<br><br>PE Online Scheme of work with all plans, videos and resources to be researched in time for September. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                            |                                                                                                                                                                                                                                                                                                                                 | Percentage of total allocation:                                                                                                                                                              |
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|                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                            |                                                                                                                                                                                                                                                                                                                                 | 2.69%                                                                                                                                                                                        |
| 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:                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>For children to gain variation in extra-curricular sports clubs.</li> <li>To attempt to increase exposure to less popular sports such as handball within PE lessons and clubs.</li> <li>To provide structured equipment for break and lunch times to increase children's participation in varied activities.</li> </ul> | <ul style="list-style-type: none"> <li>Attend cross country festivals on Saturdays throughout the year.</li> <li>Sports partnership allows for a wide range of sports for all children during school festivals.</li> <li>Get Active to teach some varied sports such as hand ball during PE lessons.</li> <li>Varied sports clubs provided by Get Active such as archery.</li> <li>Limbo pole, swing ball and bean bag games purchased for break and lunch times.</li> <li>Join the Ultimate Frisbee Society to begin a new club.</li> </ul> | <p>Andy Mullin's videos online sport –Covid 19 £481.25</p> | <p>Children gained knowledge of a range of different sports during PE lessons and extra-curricular clubs which helped give children a diverse experience.</p> <p>Children have gained access to varied sport equipment during break/lunch times which has improved their social skills and knowledge of various activities.</p> | <p>Use the pupil voice questionnaire to decide on any new clubs for September 2021</p> <p>Continue to purchase equipment to increase the participation in structured play time/PE games.</p> |

| Key indicator 5: Increased participation in competitive sport                                                                                                                                                                                                                                         |                                                                                                                                                           |                                        |                                                                                                                                                                                                      | Percentage of total allocation:                            |
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|                                                                                                                                                                                                                                                                                                       |                                                                                                                                                           |                                        |                                                                                                                                                                                                      | 6.16%                                                      |
| 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:                   |
| <ul style="list-style-type: none"> <li>Children to attend sports festivals via the Holmer Green School Partnership.</li> <li>Children to participate in fixtures against local schools.</li> <li>Interschool house competitions organised to allow all children to play competitive sport.</li> </ul> | <ul style="list-style-type: none"> <li>Fixtures to be booked against local schools across year groups.</li> <li>Interschool house competitions</li> </ul> | Sports Partnership<br>£1100 (as above) | Covid 19 affected all fixtures and interschool competitions this year. Sports events within class PE lessons and same bubbles were organised to allow all children to play in a competitive setting. | Contact local schools to book fixtures next academic year. |

| Objective/task                                                                                                                                                                                                                                                          | Target Date achievable by:   | Date achieved: ✓ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------|
| To create a whole school vision statement visible for all children, staff and parents on our website and values.                                                                                                                                                        | December 2021                |                  |
| To increase the range of extra curricular sports to less acknowledged sports/physical activity. Eg: Yoga, ultimate Frisbee                                                                                                                                              | September 2022               | On going         |
| To initiate access to clubs for pupils who show they are more able and have potential, this may be through clubs set up by the school or individual pupils being signposted to professional clubs in the community.                                                     | September 2022               |                  |
| More active participation to our school Youth Sports Trust subscription and begin working on the award system. Our target is to achieve a silver award.<br><a href="https://www.youthsporttrust.org/">https://www.youthsporttrust.org/</a>                              | July 2022                    |                  |
| More active participation with school games and events/tournaments within schools. We are part of the Wycombe district and tournaments between primary schools are regularly set up.<br><a href="https://www.yourschoolgames.com/">https://www.yourschoolgames.com/</a> | April 2022 (Covid Dependent) |                  |
| To assess, monitor and evaluate our GetSet4PE subscription and attain teachers' views                                                                                                                                                                                   | Staff meeting November 2021  |                  |

|                 |                                                                                   |
|-----------------|-----------------------------------------------------------------------------------|
| Signed off by   |                                                                                   |
| Head Teacher:   |  |
| Date:           | 20/07/21                                                                          |
| Subject Leader: | Jack Pounder                                                                      |
| Date:           | 28/06/21                                                                          |
| Governor:       | Martin Quigley                                                                    |
| Date:           | 21/07/21                                                                          |