

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



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

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 2020:	Areas for further improvement and baseline evidence of need:
<p>Staff have developed their skills and confidence in delivering effective PE lessons. More lessons to be judged good/outstanding.</p> <ul style="list-style-type: none"> <li>• High achievement in inter-school competitions for children across all year groups.</li> <li>• Children will have received coaching/training in a wide variety of sports and had opportunities to compete in competitions against other schools.</li> <li>• A wider variety of sports clubs on offer for pupils to participate in. 114 children took part in some form of after-school sport club in 2016/17 which equates to 56% of the school population.</li> <li>• Whole school sports day was extremely well-attended.</li> <li>• Attended training sessions with our local secondary school with opportunities to meet and train with professional athletes: 800m runner Jenny Meadows and Rugby Union's Justine Lucas. Health Fortnight</li> <li>• Rec and Y1 children took part in a balance bike programme. Year 6 play leaders worked with younger children in physical opportunities at break times. KS2 had took part in fencing learning basic skills.</li> </ul>	<p>Develop the range of clubs on offer to our children- particular for EYFS and KS1. Continue to ensure our children have a good understanding of a healthy lifestyle.</p>

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

If YES you **must** complete the following section

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

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.

Academic Year: September 2020 to March 2021	Total fund carried over: £ 0	Date Updated:		
What Key indicator(s) are you going to focus on? <ul style="list-style-type: none"> <li>• The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</li> <li>• The profile of PE and sport is raised across the school as a tool for whole-school improvement</li> <li>• Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>• Broader experience of a range of sports and activities offered to all pupils</li> <li>• Increased participation in competitive sport (class based due to Covid restrictions)</li> </ul>				Total Carry Over Funding:
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		

<p>Pupils to receive high quality PE and sports coaching observed by staff members. Staff members to record any key teaching points in their learning journals to be used in their own practice.</p>	<p>Investing in CPD for staff by engaging the services of a specialist coaching company. At least one extra physical activity lesson to be done in addition to the coaching sessions.</p>	<p><b>£12,225.00</b>  (PECS MSP Imps in the community <b>IIC</b> £4055</p>	<p>All children received a PE session led by a specialist coach. Ideas/resources were then adopted and used by staff as part of their own physical activity lessons.</p>	<p>Staff continue to observe key coaching/teaching points across a range of different sports/activities.</p>
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<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.</p>	<p>No Swimming at the minute due to Coronavirus restrictions.</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>No Swimming at the minute due to Coronavirus restrictions.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>No Swimming at the minute due to Coronavirus restrictions.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>No Swimming at the minute due to Coronavirus restrictions.</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No Swimming at the minute due to Coronavirus restrictions.</p>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £ 18,030		<b>Date Updated:</b>	
<p><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</p>					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?:
Pupils to receive high quality PE and sports coaching observed by staff members. Staff members to record any key teaching points in their learning journals to be used in their own practice.		Investing in CPD for staff by engaging the services of a specialist coaching company. At least one extra physical activity lesson to be done in addition to the coaching sessions.		<p>£12,225.00</p> <p>(PECS MSP Imps in the community IIC £4055</p>	All children received a PE session led by a specialist coach. Ideas/resources were then adopted and used by staff as part of their own physical activity lessons.
					Staff continue to observe key coaching/teaching points across a range of different sports/activities.

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>Children to lead structured play at lunchtimes. The outcome will lead to an increase in physical activity levels and decrease incident of poor behaviour.</p> <p>Children will also have increased level of responsibility as well as successfully integrating all age groups within school.</p> <p>Sports coach to undertake inventory and inspection of existing equipment and compile “wish list” of desirable new equipment.</p> <p>To help ignite the spark of enthusiasm for sport and physical activity in those children who are less likely to engage. Intention is to create an atmosphere where children can build their confidence to engage in activities which they have not tried before.</p> <p>To provide quality sports equipment for inter-house competitions lunchtimes and after school</p>	<p>Upper KS2 children to work towards a Playmaker Award.</p> <p>Providing specialist equipment where necessary and renewing and enhancing existing equipment.</p> <p>Organise and participate in a sporting competition within the KYRA teaching school alliance and other local schools</p> <p>Covid restrictions permitting</p>	<p>£12,225 MSP</p> <p>£4055* IIC</p>	<p>As a result of Play leader training, pupils from year Y6 have been trained to organise and lead playtime games alongside lunch staff.</p> <p>As a result of additional equipment, pupils’ participation in activities has increased. Less confident children, not only from are given the opportunity to represent their school in sport.</p>	<p>Y6 pupils to disseminate information to Y5 peers who will then take in their new playground roles in 2019-20. Pupils to organise own rotas.</p> <p>Due to extensive use, further equipment will be necessary to be purchased. Playground staff to continue to monitor usage. Continue to develop links and monitor participation of those children who have taken part in the Games.</p>

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:
<p>Pupils to receive high quality PE and sports coaching observed by staff members. Staff members to record any key teaching points in their learning journals to be used in their own practice.</p> <p>Raise the awareness of the importance of a healthy and active lifestyle for pupils and staff.</p> <p>PE Teacher professional development <b>IIC</b></p> <p>Icoach4 sport Assessment Programme <b>IIC</b></p> <p>FA Primary teachers Award Qualification</p>	<p>Investing in CPD for staff by engaging the services of a specialist coaching company.</p> <p>Through MSP and IIC programmes, children and staff will be taught the benefit of exercise and healthy eating. They will also be introduced to the components of fitness and how the body works.</p> <p>Children will have an increased knowledge and awareness of the benefits of a healthy diet.</p> <p>Investing in CPD for staff by engaging the services of a specialist coaching company.</p> <p>At least one extra physical activity lesson to be done in addition to the coaching sessions.</p> <p>Staff will make more accurate assessments in PE <b>IIC</b></p>	<p>£12,225 <b>MSP</b></p> <p>£4055* <b>IIC</b></p>	<p>All children received a PE session led by a specialist coach. Ideas/resources were then adopted and used by staff as part of their own physical activity lessons.</p> <p>All Children taught about the importance of maintaining healthy diet and exercise which will assist them in KS2 and beyond.</p> <p>Life Education Van – Health fortnight</p>	<p>Staff continue to observe key coaching/teaching points across a range of different sports/activities. Continue liaison. Different year groups to take part in the programme for 2019/20.</p>

Key indicator 4: 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:
<p>Additional achievements: More opportunities accessible to pupils to participate in a range of different sporting clubs and activities.</p> <p>Balanceability sessions: To help improve the confidence, spatial awareness and dynamic balance skills of the Reception and KS1 children. 1 x Half Day for a Half Term of Balanceability – 3 classes</p> <p>Fencing: class-based fun session for all children, particularly those who may not be engaged with traditional sports. 1 x Half Day for a Half Term of Fencing – 2/3 classes</p> <p>Archery: giving more children the opportunity to participate in an activity they may not have tried before. 1 x Half Day for a Half Term of Archery -3 classes</p> <p>10 x Places for Gifted &amp; Talented –</p>	<p>After school sports clubs opportunities</p> <p>The majority of our youngest children will be able to safely ride a bike by the end of the programme, without needing stabilisers. Fun fitness sessions to build confidence and increase self-esteem.</p> <p>Through the sessions (mini version), offering children a fun alternative to traditional sports and get more children participating in archery.</p> <p>Through the sessions (mini version), offering children a fun alternative to traditional sports and get more children participating in archery.</p>	<p>MSP £12,225.00</p> <p>£595.00</p> <p>£645.00**</p> <p>£595.00</p> <p>£90.00 per child</p>	<p>Participation trackers have shown increasing numbers of pupils have been attracted to new and exciting clubs, with the majority of clubs being full. As a result, additional pupils have become engaged in extra-curricular provision</p> <p>Majority of ASC have waiting lists</p> <p>Pupil Voice/ interviews express enjoyment of new opportunities on offer</p>	<p>Staff confident to deliver additional sports and activities in areas of interest. Offer a varied programme throughout the academic</p>

<p>Children to visit the university of Lincoln Sports department</p>	<p>Gifted and talented children will reach their full potential  Ofsted priority: More able children to achieve the standards they are capable of will be met.  An opportunity for gifted and talented students to meet elite athletes and begin to understand sports science.</p>	<p>= £900.00</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:
Increased opportunities for all children (KS1 and KS2) to participate in a wide variety of sports training and competitions with other pupils in different school settings.  Lincoln City Tournaments for girls and boys	Participate in Inter School League which offers a range of different sports. Lincoln City football  Entrance to multiple sports festivals across the academic year. An opportunity for gifted and talented students to meet elite athletes or have them visit your school	£4055* IIC  Transport for children. School Budget	An increased number of pupils given opportunities to represent school. Children provided with opportunities to additional competition opportunities.	Continue to develop links and working relationships. Continue to develop links and working relationships. Work to establish further links with local schools.

Signed off by	
Head Teacher:	A Desforges
Date:	19 October 2021

Subject Leader:	K Robinson
Date:	19 October 2021
Governor:	J Landers
Date:	19 October 2021