

# 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 2020:  | Areas for further improvement and baseline evidence of need:   |
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| <ul style="list-style-type: none"> <li>· Prioritising team sports to encourage children who may have not had much interactions with peers over lockdown, whilst maintaining COVID risk assessment.</li> <li>· We continue to participate and be successful in local sporting galas and tournaments.</li> <li>· Additional whole school activities, ie: The Daily Mile, within the constraints of school setting and available time.</li> <li>· Our link with Hammersmith and Fulham Primary School Sports Association (HFPSSA) enhances the opportunities for all children to participate in interschool competitions.</li> <li>· Sports day where all children take part in a non-competitive and competitive activities.</li> <li>· Pupil voice as CLT has asked for particular equipment for the playground</li> <li>· Provision for the cultural development of our children: willingness to participate in and respond positively to sporting opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to offer further alternative sporting opportunities, within COVID safety.</li> <li>· Extend competitive sport fixtures to all age groups within constraints of staffing and COVID safety.</li> <li>· Purchase new uniforms for represented sports so that it is fit for this purpose – they look professional.</li> <li>· Ensure our new PE Scheme of Work is mapped out from EYFS to UKS2 to ensure progression of skills across the school. Provide staff with professional development where necessary to help them to teach PE and sport effectively to embed physical activity.</li> <li>· Encourage healthier packed lunches as part of a drive to improve overall lifestyle choices.</li> <li>· To start school swimming when we are safe to do so – advice from Swim England.</li> <li>· HFPSSA internal tournaments until we are safe to take part in external competitions and tournaments.</li> </ul> |

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES Delete as applicable

**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.

|  |  |   |  |  |
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| <b>Academic Year: September 2020<br/>to March 2021</b> | <b>Total fund carried over:</b><br>£18,483 | <b>Date Updated:</b><br>1 <sup>st</sup> July 2021 |  |  |
| What Key indicator(s) are you going to focus on?       |  |   | <b>Total Carry Over Funding:</b><br>£18,483 This is for the outdoor gym equipment. |  |
| <b>Intent</b>  | <b>Implementation</b>                      | <b>Impact</b>                                     |  |  |

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| <p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Children will have opportunities to increase movement, fitness and wellbeing through other forms of stimuli in the playground. These will include action stations, fixed outdoor gym equipment and a range of further equipment.</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>Action stations around the playground suggesting on the sport physical activities for the children to engage in during playtimes. Lunchtimes and PE sessions.</p> <p>New outdoor gym equipment in the playground to support fitness and movement during breaks.</p> <p>Children to want to exercise.</p> | <p>Carry over funding allocated:</p> <p>Currently looking for gym equipment contractors and quotes.</p> | <p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?</p> <p>Children confidently using the gym equipment and action stations in the playground in order to increase movement, fitness and wellbeing.</p> <p>Children engaging and challenging each other at the action stations, daily mile and gym equipment.</p> | <p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p> <p>Look into purchasing more equipment to encourage movement and opportunities to challenge themselves in the playground with their peers.</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>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 2020.</p> | 68% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>   | 54% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>   | 68% |
| <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>   | No  |

## Action Plan and Budget Tracking

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

| Academic Year: 2020/21   | Total fund allocated: £  | Date Updated:                 |   |   |
|--|--|-------------------------------|---|---|
| <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:   |   |
|  |  |                               | 1%  |   |
| 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 x 1 hour PE lesson allocated to each class every week.</p> <p>To support children's physical and mental well-being, improved levels of concentration as well as physical fitness by encouraging them to complete the daily mile.</p> <p>All children encouraged to increase their fitness through key stage</p> | <ul style="list-style-type: none"> <li>• New PE equipment purchased for all year groups in line with long term plans.</li> <li>• New scheme of work introduced.</li> <li>• Blue track out in the playground, 10 laps equals 1 mile</li> <li>• Staff encourage children to around it daily adding up their laps.</li> <li>• Used as a warm up in PE lessons</li> <li>• Students are placed into colour groups that compete against each other in athletics</li> </ul> | <p>£100 for any equipment</p> | <ul style="list-style-type: none"> <li>• Scheme enables teachers to feel confident in teaching PE- inspiring those who inspire the children is key to successful PE.</li> <li>• New equipment enables teachers to know all the resources are available for each lesson.</li> <li>• Children are building up their stamina after lockdown and are enjoying taking part in healthy competition.</li> <li>• Sports day for EYFS/KS1 and KS2. Impact – development of social skills positive</li> </ul> | <p>Observe and help new teachers to the school by modelling lessons and offering advice</p> <p>Have sports day out of school (COViD depending) to have more events.</p> |

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| <p>competitions.</p> <p>Children engaged in high quality play/regular activity throughout lunchtime break to increase: pupil aerobic activity, team building, communication, balance, coordination, core strength and mental health.</p> | <ul style="list-style-type: none"> <li>• Sports day held behind closed doors due to COVID</li> <li>• Stocktake of playground equipment was conducted at the start of the year, and more equipment was purchased so that each year group had their own resources (in line with COVID guidance)</li> <li>• Certain bubble groups are designated areas of the playground.</li> </ul> | <p>needed.</p> <p>£500 allocated for new equipment.</p> | <p>relationship building for life.</p> <ul style="list-style-type: none"> <li>• New sports equipment purchased, with impact of increased participation in playtime and lunch time.</li> <li>• By each year group having their own equipment it allows more moment as there are shorter lines for four square, bounce ball, table tennis etc.</li> <li>• more children have equipment that is fit for purpose. Staff trained, new timetable.</li> </ul> |  |
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** Percentage of total allocation:  
0%

| Intent   | Implementation  |   | Impact  |   |
|--|---|---|---|---|
| <p>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:</p>   | <p>Make sure your actions to achieve are linked to your intentions:</p>   | <p>Funding allocated:</p>   | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>   | <p>Sustainability and suggested next steps:</p>   |
| <p>To embed physical activity into the school day through active travel to and from school, active break times and active lessons and teaching.</p> <p>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p> <p>Pupils, staff and parents are aware of</p> | <ul style="list-style-type: none"> <li>• Students are encouraged to ride and scoot to school with a safe place to leave their bikes and scooters.</li> <li>• Adults hand out equipment at break and lunch time to all year groups.</li> <li>• Kitchen displays healthy eating plate</li> <li>• Healthy eating workshops booked for 2021 (COVID depending).</li> <li>• Upcoming sporting events are advertised in the weekly school</li> </ul> | <p>Funding received for Edible Garden and some given through school budget to support this project.</p> | <ul style="list-style-type: none"> <li>• Pupil numbers have increased in actively getting to school due to COVID.</li> <li>• Adults make sure all children are active and using the equipment correctly.</li> <li>• Students understand a healthy plate and what they need to eat in a day to remain healthy</li> </ul> | <p>Book in Bikeability (COVID depending) to increase confidence of students riding to school.</p> <p>Edible garden being built to encourage healthy eating. Workshops to help the children to actively participate in gardening.</p> <p>More external events (COVID</p> |

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| sporting activities and achievements across the school. | newsletter.<br><ul style="list-style-type: none"> <li>Results and photos are displayed on website.</li> </ul> |  | <ul style="list-style-type: none"> <li>Children wear PE kit to school to maximise time spent in PE lessons.</li> </ul> | depending) with HFPSSA |
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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:  |
| Provide staff with professional development, mentoring, training and resources to help ensure confidence in teaching and delivering high quality PE resulting in higher quality teaching. | <ul style="list-style-type: none"> <li>Scheme of Work is embedded with a clear curriculum map across all phases. Staff are trained appropriately to ensure quality of teaching.</li> <li>Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work cooperatively with children during lunchtimes.</li> </ul> | This was delivered free support from our local football clubs Fulham and Chelsea when possible.      | <ul style="list-style-type: none"> <li>PE leads to be secure in whole school curriculum overview and</li> <li>Teachers confidently delivering teach active break sessions alongside curriculum subjects</li> </ul> | Have sports coaches deliver lessons and help staff with CPD.  |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |  |  | Percentage of total allocation:   |
|   |   |  |  | 0%  |
| 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:  |
| Additional achievements:<br>Support and involve the least active children by providing targeted activities, and running or extending school sports  | <ul style="list-style-type: none"> <li>Whole school sports day</li> <li>To learn new skills of throwing and catching, teamwork, knowledge of a new sport</li> </ul>   | No funding needed as we had external providers come in(when possible) to support our PE sessions and | <ul style="list-style-type: none"> <li>All students participated in a variety of activities aimed at all abilities.</li> <li>Children are excited to learn a new skill.</li> </ul>                                 | Have students participate in interschool competitions (COVID depending) focusing on fun rather than results |

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|  |  | deliver a range of skill based sessions, |  |  |
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| Key indicator 5: Increased participation in competitive sport  |  |   |   | Percentage of total allocation:  |
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|  |  |   |   | 0%   |
| 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>Pitch used at lunch time for internal class competition.</p> <p>Participate in HFPSSA competitions.</p> <p>Mayors Cup interschool competition across the borough.</p> | Buy into HFPSSA annually so that every child has the opportunity to participate in interschool competition | Transport is free for children in H&F. If needed, we would use this. Otherwise we walk everywhere. (Dependant on COVID) | <ul style="list-style-type: none"> <li>• Participation in competitions – virtually</li> <li>• Mixed football team competing in league.</li> <li>• Informal competition at school means every child has the opportunity to participate.</li> </ul> | <p>COVID+ depending – participate in more competitions and get more students involved</p> <p>Football team to maintain weekly training</p> <p>Ensure that funding is put aside at the beginning of the year to allow for transportation for events</p> |