

# 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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Greatly enhanced P.E. equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E. sessions</li> <li>• High uptake of after-school clubs by the children and increasing participation of 'Intra and Inter' festivals</li> <li>• No child misses out on after-school provision because of cost as all activities are funded by the school</li> <li>• Consistent up take of after-school clubs subsidised by the school and staff leading the clubs</li> <li>• Range of after-school sports offered is wide and varied to appeal to all and to allow children to experience sports and activities that they would not normally access</li> <li>• All children from years 1-6 take part in sporting festivals within the Ironstone Academy Trust held at all primaries within the trust or local sporting venues</li> <li>• All children in years 3-6 are given the opportunity to represent the school within the local 'Nunthorpe Cluster' in sporting festivals such as Netball, Football, Tag Rugby, Hockey, Indoor and Outdoor Athletics, Rounders, Kwik Cricket, Swimming Galas &amp; Cross Country</li> <li>• The year 5&amp;6 Football team became the Ironstone Academy Trust Football champions in 2020</li> <li>• All staff are given CPD and have a specialist coach helping develop a deeper understanding of the sporting activity being delivered</li> <li>• Use of Sports Premium to enhance children's mental health and wellbeing through the after-school clubs</li> <li>• Awarded The Most Improved Sport School Award in our LA</li> <li>• Awarded 'Gold' in the School Games Sports Mark</li> </ul>	<ul style="list-style-type: none"> <li>• Continued investment in resources for the teaching of P.E. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wide range of sports</li> <li>• Continued investment in resources for after-school clubs. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports</li> <li>• Continued staff training and awareness of high quality P.E. teaching</li> <li>• Build further on links with local sports clubs and coaches to encourage continued high uptake of sports out of school hours</li> <li>• Further use Sports Premium to enhance children's mental health and wellbeing</li> </ul>

We have been through a period of closure and partial closure with only Reception, Year 1 and Year 6 in school, alongside Key Worker children. We are expecting all children to be back in full time education in September 2020, but the school will have to follow the Government Guidelines. This means less after-school clubs and extra-curricular activities than normal and any clubs will operate within single year group bubbles. The ability to teach and offer a full range of P.E. and provide equipment may be impacted if further school closures occur during 2020-2021 academic year.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £5,863</b>	<b>Date Updated: 5/11/20</b>		
Key indicator 1: The engagement of <u>ALL</u> pupils in regular physical activity- Chief Medical Officer guidelines recommend that all primary school children undertake at least 30 minutes of physical activity a day in school.				Total Carry Over Funding: £5,863
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
Purchase of active 'Trim Trail' for KS1 playground.	The design and purchase of large scale 'Trim Trail' play equipment for the KS1 playground. To engage all children to develop gross motor skill, confidence and team building. This will be installed in 2020-2021 school year.	£5,200	All children's confidence to develop, along with their gross motor skills. To enhance communication skills.	Staff to observe all children's ability, to challenge more able children and to develop self-confidence.
To attend local sports competitions to work alongside and compete against other local schools. All children in years 3,4,5 and 6 are given the opportunity to compete and represent the school.	Sign up to the local School Sports Partnership SLA and pay the associated joining fee. The local Nunthorpe cluster in which 4 schools enjoy sporting festivals. All KS2 children get an opportunity to represent the school within this partnership.	£663 towards 2020-2021 SLA cost of £3,000	All children in KS2 are given the opportunity to represent the school within two competitive sporting clusters.	Plan for future events and opportunities. After school clubs planned to prepare children and teams for competitions.

<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>The Year 6 cohort of 2020 was 40 children</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>	<p>83%</p> <p>33 children achieved</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>70%</p> <p>28 children achieved</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>65%</p> <p>26 children achieved</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>The school provides swimming instruction for Year 3 children as part of the national curriculum requirement. Sports premium funding is used to supplement the travel costs for this year group, as our nearest swimming baths are 5 miles away from the school.</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> 2019/20		<b>Total fund allocated:</b> £18,850		<b>Date Updated:</b> 5/11/20	
<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					Percentage of total allocation: 40% (£7,490)
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?:
Access to high quality resources during P.E. sessions. Enough quantity of resources to enable access for all.		Purchase of additional P.E. resources to support P.E. sessions e.g. Hockey Balls, Volleyballs, Tennis Balls ,Gym Mats. All sporting activities taught in P.E. sessions to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in lessons.		£150	Initial spend has ensured that all planned P.E. sessions have been fully resourced, leading to greater participation and active minutes in lessons.
Access to high quality resources during after school clubs. Enough quantity of resources to enable access for all.		Purchase of additional PE resources to support after school club sessions e.g. Balls/Racquets. Plus a widening of resources to allow additional sports to be covered in clubs. All sports and activities taught in after school clubs to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in sessions.		£150	Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in clubs.
					Continuation of monitoring of equipment for wear and tear by P.E. Lead and all staff.
					Continued monitoring of PE resources for wear and tear and purchasing plan to ensure all sports offered as after school clubs are adequately covered. Continue to widen range of resources so a wider variety of sports can be offered.

Access to increased range of high quality resources to facilitate active play.	Purchase of additional playtime resources and replacement of lost or broken resources. Children have access to a wider range of resources, which encourage active play both on the playground and on the school field during the summer months. Children's play is more active.	£0 (included in £150 identified above)	Observations include increased participation by KS1& KS2 pupils in use of all equipment, especially with throwing activities in summer term.	Continued monitoring of playtime activities and freshening up of new resources to ensure continued interest and participation.
Purchase of resources that facilitate active play in EYFS (Balance Bikes).	Purchase of gross motor and large-scale play equipment to develop coordination skills in EYFS.	£250	Children's confidence and abilities develop. The help with Moving and Handling. Observations from all staff to help with objectives and to help achieve the ELG.	Develop resources that support the best use of learning opportunities for increased access to physical resources available in the EYFS area during free flow play.
Purchase of active 'Trim Trail' for KS1 playground.	The design and purchase of large scale 'Trim Trail' play equipment for the KS1 playground. To engage all children to develop gross motor skill, confidence and team building. This will be installed in 2020-2021 school year.	£5,200	All children's confidence to develop, along with their gross motor skills. To enhance communication skills.	Staff to observe all children's ability, to challenge more able children and to develop self-confidence.
Year 4 children access high quality swimming tuition from a qualified instructor in order to meet the end of KS2 Swimming requirements (the children who did not reach the necessary standard in Year 3).	Year 4 children access a top up block of swimming lessons in order to swim 25 metres, use a range of strokes effectively and perform safe rescue techniques in water.	£1,240	Year 4 children can: 1. Swim 25 metres 2. Use a range of strokes effectively 3. Perform safe rescue techniques in water	Whilst ideally the school would like more Year 3 children to reach the necessary standards in swimming, we will need to budget for this eventuality in future years.
Provide transport for Year 3 children to attend weekly swimming lessons.	Organise and fund coach transport to and from the Swimming Baths for all of the Year 3 cohort.	£500	All Year 3 children have attended weekly swimming lessons without any financial subsidy from their parents/carers.	School Business Manager and Head Teacher to budget for this provision on an annual basis, so that no Year 3 children are disadvantaged.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3% (£497)
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:
Improve children's Emotional and Mental wellbeing through 'Fit4Kids' workshops.	Book in a series workshops to improve concentration, health and mental wellbeing.	£400	All children to take part and enjoy the active sessions. For the children to understand about the impact of Physical Activity.	Staff to observe sessions and apply some skills learnt in class sessions throughout the week. Children to apply skills learnt in other aspects of both their school and home life.
Improved access to resources and training for staff will lead to improved behaviour at playtimes.	Lunch time supervisors and staff to receive appropriate training and follow up planning time. Improved resources will widen the range of activities on offer for children to take part in active play at lunch times.	£0	All staff to be fully engaged with the children. To encourage all children to play as a team during playtimes. To encourage the less confident children to join in.	Continue to monitor lunch time behaviour and adapt lunchtime offer to ensure children are engaged over time and behaviour continues to be of a good standard at lunchtimes.
FSM and SEND children are planned for and lessons and clubs facilitate full engagement of all children.	FSM are supported in accessing extra-curricular activities, whether it be through supporting financially their attendance at clubs, or provision of sports equipment or kit. SEND children are planned for in sessions with the support of the SENCo and SEND support plans.	£0	All children have equal access to all equipment. All children have inclusion for all aspects of the P.E. curriculum.	Monitor take up of FSM children in extra-curricular clubs and target children who do not participate. Monitor success and engagement of SEND children in PE sessions and adjust provision over time.
Improve quality of provision in EYFS outside area to encourage active play.	Purchase a range of larger play equipment for outside area that facilitates balance, strength, agility and team building skills in EYFS children.	£97	Observations from all staff and to observe all Gross and Fine Motor objectives are met. To help all children achieve the Moving and Handling ELG.	Continue to develop resources over time and develop children's skills and use of equipment.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20% (£3,859)
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:
Staff training to facilitate active playtimes. More children partake in independent or structured active activities at playtime. For staff to have access to P.E. CPD courses.	All staff help support all children during playtime or dinnertime. To monitor all participation. All staff to encourage play and team building. For all staff to deliver quality P.E. sessions.	£510	For all staff to observe the impact of play. To monitor all play and equipment. For children's confidence and well-being to develop and be enhanced. For staff to have gained knowledge from the P.E. CPD courses and deliver the activities with confidence.	Continued focus on training of staff who support playtimes.
Staff to work alongside external coaches during the school year. Use skills learnt in own teaching.	Coaches to work with staff and develop their own understanding of a range of sports. Opportunity to observe specialist coaching sessions.	£3,349	For all staff to deepen their understanding, skills and confidence in teaching a range of different sporting activities.	Maintain links with external coaches and develop a timeline for additional 'try it out' sessions in school that teachers can attend.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11% (£2,100)
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:
Range of after school clubs is wide and varied to give the children a range of experiences.	Clubs meet the varied interests of children within the school and cover all the main sports. The school always aims to have at least one sport that the children may not have experienced before. Additional clubs to be decided upon after consultation with children.	£720	After-school clubs are: Football, Netball, Cross Country, Balance Bikes, Yoga, Boxercise, Basketball, Athletics, Rounders, Kwik Cricket, Dance/Zumba & Gymnastics.	Maintain range of clubs to suit the needs of the school and look for providers who can offer alternative sports and activities.
School to hold 'Active Week' to also coincide with the Olympics. Events covering a wide range of sports events both in school and out of school, culminating with the school Sports day.	Plan series of events and sports for children to experience. Book external coaches and local Athlete to lead sessions. Purchase medals for children.	£80	Children to each experience at least 10 sports. Children to receive coaching from external coaches. All children to take part in 'Active Week' and Sports day.	Book coaches and sports well in advance. Plan timetable so all children get to experience all sports.
Year 5 children offered Bikeability cycling training, leading to increased confidence when riding bikes on roads and general cycling skills.	2 day course booked for Bikeability Road Safety for all Year 5 children.	£0	All Year 5 children to take part in Bikeability training.	Leaflets and advice on cycling and road safety sent home. Course booked for next academic year.
Year 6 children access a high quality Outdoor and Adventurous residential experience, where individual family financial circumstances do not act as a barrier to entitlement.	School to subsidise the cost for all children to attend (FSM pupils fully subsidised and other pupils by £50).	£1,300	Year 6 children to experience a range of outdoor and adventurous activities, developing self-confidence and learning new skills.	Book Robinwood Residential visit for 2021 Year 6 cohort and calculate the funding needed to support the cohort.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				26% (£4,904)
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:
Continued promotion of local sports clubs. Good children take up of sports outside of school.	Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families.	£71	Build on success of take up of current pupils who enjoyed the Judo taster sessions. Some children have joined the Judo club and represent the club at local competitions.	Work closely with local clubs and coaches to promote the opportunities in local areas. Publicise local clubs and events.
To attend local sports competitions to work alongside and compete against other local schools. All children in years 3,4,5 and 6 are given the opportunity to compete and represent the school.	Sign up to the local School Sports Partnership SLA and pay the associated joining fee. The local Nunthorpe cluster in which 4 schools enjoy sporting festivals. All KS2 children get an opportunity to represent the school within this cluster and the Ironstone Academy Trust sporting festivals.	£3,463 (£2,800 for 2019-2020 and £663 towards 2020-2021 costs)	All children in KS2 are given the opportunity to represent the school within two competitive sporting clusters.	Plan for future events and opportunities. After school clubs planned to prepare children and teams for competitions.
Pupils from years 1 to 6 all to attend local sports festivals (2 festivals per year group), where they work with and compete against other local schools. Festivals give experience of taking part in organised sporting events at a different venue (local secondary school or other primary schools).	Transport planned and paid for so no cost to pupils.	£1,370	All children to take part in a wide variety of sporting events at the festivals. Work collaboratively with children from other schools and take instructions from sports leaders from the local secondary school.	Plan for future events and opportunities. After school clubs planned to prepare children and teams for competitions.

Signed off by	
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