

# 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](#).

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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:
	Active playtimes and breaks Active curriculum lessons.

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




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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £33k</b>		<b>Date Updated : Feb 21</b>	
What Key indicator(s) are you going to focus on? Key indicator 1, 3 and 4					Total Carry Over Funding: £
<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?:	
To improve active break times for all children	Book Skip to be fit to teach proper use of equipment. Provide every child with a rope for home activity. Resource and replace break equipment to enable all classes/bubbles to be properly resourced to prevent sharing of resources. Upskill staff in leading active break times.		£3500		
To improve active curriculum lesson provision	Resource active kits for all subject areas Resource forest schools Resource PE equipment to ensure class kits to prevent sharing and waiting in PE lessons. Complete spare PE kits with wellies and trainers for outdoor learning		£8000		
To encourage extra-curricular activity	Reception take home kits Cycle helmets and cycling tuition Funding after school clubs Swimming vouchers for top up swimming		£10000		

	Gymnastic vouchers and taster sessions			
To improve fine and gross motor skills	Resource fine motor resources for all years Replace trikes and bikes and balance equipment for outdoor learning Construction and building resources for in and outdoors Resource SRB outdoor facility to promote active learning and physical activity.	£4000		
To develop resources for promoting good mental wellbeing Providing transitional resources for children returning from lockdown.	Resource in and outdoor areas with wellbeing resources and upskill staff Healthy eating and healthy snack times.	£2000		
To provide staff training	Subject leader release time to prepare resources and provide staff training. VisionEd training for areas identified on staff CPD questionnaires Forest Schools sessions	£6000		

Signed off by	
Head Teacher:	
Date:	12.02.21
Subject Leader:	
Date:	12.2.21
Governor:	
Date:	11/2/21