

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.



Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  Active Partnerships  
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Please visit [gov.uk](https://www.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, including any under-spend from 2019/2020, 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.

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](#).

 association for Physical Education  YOUTH SPORT TRUST

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>Sports leaders actively involved in contributing to development of sport and physical activity in school.</p> <p>Increased confidence and skills in school staff to teach a range of sports through the purchase of a new P.E scheme and the use of specialist coaches as mentors.</p> <p>Pupils' emotional well-being and engagement has also increased. The pupils' concentration and perseverance to solve problems has improved and their ability to work in teams.</p> <p>Children regularly take part in inter-school friendly competitions (prior to COVID - 19)</p> <p>Children have been introduced to a variety of different sports from external coaches including orienteering, cricket and tennis. (free of charge).</p>	<p>Forest school to be developed on site for reception and year one to improve gross and fine motor skills.</p> <p>Forest School club to further develop physical activity, outdoor play and emotional well-being especially after the pandemic.</p> <p>Alternative methods of keeping children active eg. repainting outdoor lines to encourage independent active play.</p> <p>Embedding supporting children's wellbeing through physical education strategies into p.e lessons and beyond</p> <p>Re- start competitive sports with other schools.</p> <p>Re- start after school sports clubs taking notes of needs and interests.</p> <p>Investigating the possibility of swimming lessons for year 2 children in the summer term.</p>



Academic Year: 2020/21	Total fund allocated: £	Date Updated:		
<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: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	4238
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:
Further develop the activities and opportunities on offer at playtimes.  Children to have a greater repertoire of active games to play at playtime.	<ul style="list-style-type: none"> <li>• Sports ambassador roles to be applied for and attend training</li> <li>• Discuss with Sports ambassadors ideas to help encourage children to be more active at break times using the knowledge and skills gained from their playground leader training.</li> <li>• Ask children from each class to offer suggestions for changes to activities on offer at break times.</li> <li>• New equipment purchased for children to use at play time, for each play bubble</li> <li>• New playground lines painted to encourage independent active play eg. circuits, dance with me etc..</li> </ul>	<p>£50 t-shirts &amp; badges</p> <p>£568</p> <p>£2138</p>	<p>Sports ambassadors work to use the knowledge and skills gained from their playground leader training at the beginning of the year to help involve children on the playground during break times and lunchtimes.</p> <p>Discussion during class worship logged regarding suggestions from children and why they have chosen it.</p> <p>Observations and assessments of children indicate that newly acquired resources are positively impacting stamina, and other physical dexterities such as balance and core strength as well as general physical coordination. Photographs available</p>	<p>Regular meetings with Sports Leaders to gather feedback on how the organised games are working and what children are enjoying and what improvements/ changes can be made.</p> <p>Begin process of selecting ‘Sports Leader’ for next academic year – application form. Inform pupils for next academic year about applying to be a ‘Sports Leader’. Inform year 4 pupils about the application process and what the job involves</p> <p>PE Co-ordinator to model and demonstrate how to lead certain games.</p> <p>Continue with revised format to include more inclusive activities in</p>

<p>Pupils with developmental coordination needs continue to receive tailored support to improve motor coordination, gaining confidence and maximising participation in all curriculum subjects.</p>	<ul style="list-style-type: none"> <li>• First Aid certificate for staff in charge of lunchtime sports activities.</li> <li>• Teaching assistants to offer lunchtime sports activities.</li> <li>• Learn to move intervention planned and delivered as by specialist TA; Learn to Move principles applied in PE lessons</li> </ul>	<p>£282</p> <p>£900</p> <p>£300</p>	<p>Children engaging in physical activity 30 minutes a day</p> <p>Learn to Move intervention ran during the Autumn term until lockdown and school closures in January 2021. Children were selected by specialist TA and class teacher based on previous assessments and observations of area of need. Evidence from this term shows children made progress and either reached their target or working towards as indicated on support plans.</p> <p>Observations and assessments of children indicate Learn to Move positively impacted stamina, and other physical dexterities such as balance and core strength as well as general physical coordination.</p> <p>Targets are shared and written by Specialist TA and Class Teacher and reviewed by them also. This helps to ensure their personal physical target is development in intervention time, PE lessons and in general class time, where possible.</p>	<p>order to fully integrate pupils with disabilities.</p> <p>Consider offering to other children in September should 'bubble' restrictions lift.</p> <p>Regular meetings / feedback with specialist TA. Look at pupils' targets and monitor progress. Consider effect of school closures and identify pupils who do not require further support from the programme and those children who need to join the programme.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>	<p>£11.82</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:	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>Ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in sporting celebrations.</p> <p>Sports Day involves Sport Ambassadors from year 4 and ensures full participation from all members of the school community.</p>	<ul style="list-style-type: none"> <li>● Sporting achievements and attendance at local fixtures promoted on school website.</li> <li>● Website, parent mail, Marvellous Me and Facebook will raise the profile of PE and Sport for all visitors and parents.</li> <li>● Dates of events on school website and weekly poster. Afterschool clubs and holiday clubs promoted and displayed by the school.</li> <li>● Create achievement certificates for all children's personal achievements at sports afternoon to be given out in Worship.</li> <li>● Involvement in National School Sports week during the COVID-19 pandemic to raise the profile of the importance of Physical Activity during time spent at home</li> <li>● To plan and deliver an effective and successful Sports Day, engaging older pupils in roles of Sports Ambassadors.</li> </ul>	<p>N/A</p> <p>£11.82</p>	<p>Increase of children celebrating sporting achievements at school.</p> <p>Parents and children knowledgeable and excited about upcoming events.</p> <p>Children proud to share their sporting achievements. Evidence during Sparkle Worship.</p> <p>All children were actively engaged in all activities and all took part in a race.</p> <p>Children positively engaged in National School Sports week activities. Thoroughly enjoying activities planned for them.</p> <p>Parents and children were knowledgeable and excited about the upcoming revised Sports Day as it had been cancelled in the</p>	<p>Continue to celebrate children's sporting achievements.</p> <p>Promote games values and celebrate these weekly.</p> <p>Invite a wider range visitors into school to share their sporting achievements with the children.</p> <p>Seek opportunities for Sports Leaders to lead activities or have active roles in the track events during 'traditional' Sports Day.</p> <p>Think about sports leaders in 'year</p>



	<ul style="list-style-type: none"> <li>Stickers to be handed out on Sports Day</li> </ul>		<p>previous year due to school closures.</p> <p>Year 4 children supported the planning of Sports Day in a revised format due to covid-19 restrictions (bubbles).</p> <p>Children were excited and motivated at the chance of being the winners of the sports day trophy. Winners felt very proud</p> <p>Parents and children excited after the event evidenced on Facebook. Video shared on Facebook and our website.</p>	group bubbles' if covid restrictions continue.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	2048
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:
For all teaching staff to teach a broad and balanced PE curriculum to all children through upskilling knowledge and increasing confidence when PE sessions to all children and ensuring progression.	<ul style="list-style-type: none"> <li>Purchase of a PE scheme of work, 'Get Set for PE' to support the delivery and progression of skills including Dance, Team building, Gym, athletics and outdoor physical activities.</li> </ul>	£348	<p>Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff.</p> <p>Teachers are confident to teach a broad and balanced curriculum that is well sequenced and shows progression.</p>	<p>Continue to purchase the scheme and select relevant training for staff from the offer.</p> <p>Continue to seek teacher's feedback on areas of p.e they would like to receive further training.</p>

<p>Assessment of PE is moderated and quality assured across the school leading to maximised progress in PE for pupils at all levels of achievement.</p>	<ul style="list-style-type: none"> <li>0.5 days x4 to develop subject leader and to ensure they are constantly up to date with changing regulations. Dedicated leadership time for PE subject lead.</li> </ul>	<p>£700</p>	<p>Subject leader is confident with the knowledge and understanding of the PE curriculum using 'Get set PE' across the school and where progression is happening.</p> <p>Positive feedback from staff regarding teaching of different sports and confidence that correct teaching points are shared and assessed during lessons.</p> <p>All teachers completed end of year assessments for the year 2020-2021.</p>	<p>Ensure all staff have a good understanding of the progression and how to plan, teach and assess using the scheme.</p> <p>Review and monitor PE assessments from last year (2019-2020) and identify any gaps where some key areas were not able to be taught due to school closures.</p> <p>Identify what skills need to be taught as a priority next academic year in Autumn to ensure coverage and progression. Plan dates for assessing PE (sampling) next year, where possible.</p>
<p>High quality planning, teaching and assessment of sports (tennis and cricket), enabling CPD for teachers.</p>	<ul style="list-style-type: none"> <li>Coaches from 'Chance to Shine' led a session for each bubble allowing CPD for class teachers.</li> <li>Coaches from 'Wimborne Tennis Club, teaching children and supporting CPD of teachers in tennis.</li> </ul>	<p>£700</p>	<p>Tennis sessions took part in the 2021 Summer term. Positive feedback from staff regarding the professional nature of coaching sessions the events and how they feel they are being up skilled in areas outside of their comfort zone.</p> <p>Sharing good practice leading to increased subject knowledge and confidence.</p>	<p>Staff will work together and share good practice from professional sports coaches and PE curriculum taught.</p> <p>Staff will then have the opportunity to transfer knowledge of these sport specific practices/activities into other PE curriculum areas.</p> <p>Research opportunities for more</p>

				year groups to have regular access to high quality tennis teaching.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	4013.92
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:
Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development.	<ul style="list-style-type: none"> <li>Forest School Specialist Teacher to teach Forest School 'active curriculum' to all children in Reception for two terms (Spring and Summer) one a half day a week with support of teaching staff in Reception.</li> <li>CPD for att teaching staff and support staff to increase subject knowledge</li> <li>Forest School Specialist Teacher to teach Forest School 'active curriculum' to children in Year 1 in Autumn term for a</li> </ul>	<p>£2040</p> <p>£50</p>	<p>Forest School Specialist carried out an assessment before and after 'active curriculum' and noted that children's physical development, both gross and fine had improved. Results also indicated that pupils' emotional well-being and engagement had increased.</p> <p>Class teachers confirm pupils' increased resilience to other physical and academic challenges during and after Forest School provision, combined with improved focus, concentration and collaborative / team skills.</p>	<p>Evidence of children's learning - photographs and videos and teacher observations shared with staff across the school.</p> <p>Specifically when the area is used outside of allocated 'Forest School' time.</p>

<p>Continue to offer a wider range of exciting activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>half day a week with support of teaching staff in Year 1. Specialist Teacher mentoring teaching staff during this programme.</p> <ul style="list-style-type: none"> <li>● Forest School Area expanded allowing a larger number of children to access earning and allowing for a wider variety of activities.</li> <li>● More children to access area for a longer amount of time</li> <li>● Forest School after school club began this academic year for KS1</li> <li>● Equipment for all children to gain full use of Forest School eg. buckets, trowels, nets etc..</li> <li>● Introduction of multi-skills club and boxing club new to this academic year.</li> </ul>	<p>£1830</p> <p>£93.92</p> <p>N/A</p>	<p>Impact on pupil well-being has been positive as St John's has many families who do not have access to outdoor space during lockdown.</p> <p>Teachers have used Forest School area and activities shared during CPD to support children's mental health and wellbeing in school throughout the school year.</p> <p>Increased participation by all groups of pupils.</p>	<p>Continue to monitor popularity of extra-curricular activities on offer to ensure interests/needs of the children are being met, through pupil survey.</p> <p>Ask children in Sports Ambassadors/School Council for their opinions on potential clubs.</p>
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				Research possibility for more potential clubs to offer taster sessions and ask children to sign up so that the most popular choice can be trialled
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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:
Pupils of all ages access inter-school friendly competition in a range of sports, and gain positive benefits from participation.	Participate in a core package of inter-school competition through the 'Wimborne Area Sports Partnership'.	N/A for this academic year	SGO led sporting activities for different bubbles throughout the year to promote sport and positive sportsmanship. These events had a positive impact on children and their well-being.	Continue to liaise with Wimborne Area Schools to ensure similar events/ opportunities continue in the future. Continue to liaise with SGO to ensure all applicable events are advertised and attended, where possible. Work towards achieving the Platinum Award in the future.
Ensure that sports day enables the children to experience a competitive element even when the children are only competing in their bubbles.	To ensure that all children are given the same opportunity at sports day to succeed and compete against each other		All children throughout the school participated in the event and were enthusiastic and engaged throughout. Teachers and children's comments were positive from the event	

Signed off by	
Head Teacher:	Antonia Dufek
Date:	19.07.21

Subject Leader:	Ben Lees-Smith
Date:	20.07.21
Governor:	Geoff Bates
Date:	21.07.21