

# 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](http://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>New equipment bought. Lunch time and after school clubs set up. Noticeboard set up to celebrate achievements. Entered school games competitions. Retained silver school games mark.</p>	<p>Re-launch play leader training when it is safe to do so. Children to work alongside new PE teacher to provide engaging lunchtime activities. Invite specific children from different year groups to attend a club. Discuss with less active children the type of clubs they would like to attend. Provide some of those suggestions. Continue to broaden range of clubs. Identify children and personally invite to new clubs (when possible). Record on club register. Review during the year. Provide resources and opportunities to increase DPA.</p> <p>Provide further opportunities for all staff to increase their confidence in delivering quality PE lessons. Develop our swimming sessions to ensure all children have the opportunity to swim from year 3 upwards.</p>

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: £1,438</b>		<b>Date Updated: March 2021</b>
What Key indicator(s) are you going to focus on?				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?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
<b>Key indicator 1: The engagement of all pupils in regular physical activity</b> Playtime and lunchtime are as active as possible.	Provide playtime equipment for each team. Ask each class for suggestions of equipment their class would like in order to facilitate active play. Provide some equipment that can be used in all weather. LE to work during lunchtime to aid with active play. Consider alternative activities for outside activity. Eg music.	900	More children are able to be more active as more equipment is available to them. There is a high level of engagement and movement during playtimes and lunchtimes.	Continue to replenish as necessary.
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> Continue to upskill teachers knowledge and increase subject knowledge.	Continue with CPD opportunities. LE to teach classes and teachers to observe / teach. SW to jointly observe LE with Primary Sport manager.	500	Can ensure that high quality PE is being delivered to our children.	Encourage teachers to take a more active role in teaching lessons

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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?	No – due to Covid restrictions



Academic Year: 2020/21		Total fund allocated: £18,370		Date Updated:21/7/21	
Key indicator 1: The engagement of all 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:
					%
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:	
Create more active playtimes to contribute towards 5x 60	LE to train up play leaders and work alongside them to help deliver active playtimes.	LE	Could not happen due to bubble not being able to be mixed.	Set up next year.	
As above	Replenish equipment as required. Discuss with MTAs, teachers and play leaders.	0	Children have a greater range of resources available to them. This is rotated so the children can experience different activities on different days.	Continue to provide each class / team with resources suitable for their class.	
To provide an inclusive experience of intra school athletic competition. Every child will compete against peers at the end of each unit of work.	Ensure activities planned are inclusive and engaging. Supply for sports day and planning.	115	Children participated against groups in their own class. All got experience of competition.	If restrictions allow, children can participate against others classes in their year group.	
To provide a club aimed at "activating" our least active children by offering different sports activities	LE to offer club during summer term aimed at less active children. Speak to children about the type of club they would like.	LE	Could not happen due to restricted clubs. Children needed to stay in year groups.	Aim to set this up next year.	
Increase the number of children cycling to school.	Improve confidence of children cycling by offering bikeability to all children in year 5. Year 6 children have received this in autumn '20 as a catch up from last year.	0	Nearly all year 5 children participated in bikeability. More children now feel confident in cycling to school.	Continue to offer bikeability to year 5.	

Inspire and motivate girls to be more active.	Separate football lunchtime club for y3/4 girls during summer term. Discuss with girls from each key stage to determine what activities they would like to participate in.	LE	This could not happen due to covid playground restrictions.	Aim to set this up next year.
Provide holiday club to include multi sports during each half term.	LE to organise, promote and run.	LE	Holiday club well attended. This will also be running during the summer holidays.	Continue to provide holiday clubs.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
To raise the profile of PE in the school by accessing the opportunities available through membership of the Crediton School Sport Partnership (CSSP)	Y1 - Y6 to access CSSP whole class sports Festivals, Play leader training & Tournaments across the year by buying into the CSSP	1100	Didn't happen due to covid restrictions.	Aim to continue with this next year if it is still available.
To provide high quality PE equipment to replace old, tired equipment and to provide new equipment to provide different learning opportunities in PE	Buy curriculum equipment as needed. Various balls	538	Children access all areas of the curriculum with the correct resources ensuring high quality PE is delivered.	Liaise with LE to ensure we always have the correct equipment to be able to deliver all areas of the curriculum.
To raise the profile of PE in the school by providing a free team t shirt to all KS2 pupils, facilitating intra school competition in lessons and clubs.	Provide additional team colour t-shirts for y1-6 at a reduced cost.	376	Children feel part of a team.	Continue to provide this. Ensure we have an even number of children across all teams.
Promote effort, sportsmanship, progress during each lesson.	Superstars rewarded at end of each lesson. Certificates given each week to PE superstars	LE	Children understand why their performance has been good. They understand that it is not just about ability. Promotes higher level of engagement and children aspire to being the best they can	Continue with this. Try to ensure all children have received awards by the end of the year.

			be.	
Keep parents informed of school sporting achievements and out of school achievements.	Sporting achievements emailed to parents via newsletter.	LE	Children feel celebrated and others can see their achievements.	Encourage more parents to inform us of any achievements outside of school.
Set up a notice board with sporting achievements and update regularly.	Information provided on results / matches / clubs to motivate pupils to attend.	LE	Notice board is available but not been updated this year.	Find a more prominent position for the board so more children and parents can see it.
Ensure continuity in the progressive improvement of PE and Sport at Landscore.	PE lead to meet with Primary Sports and LE on a regular basis. PE lead to observe PE lessons and discuss during meetings.	0	Having met with Primary Sports and jointly observed lessons, I feel confident that we are delivering high quality PE.	Observe different year groups and different areas of the curriculum.



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:
Development of staff subject knowledge and confidence in delivering high quality PE lessons.	Teachers to work with LE (Primary Sports) to observe, team teach and lead high quality teaching and progression of skills.	LE	Staff feel more confident in delivering PE to their class. More staff are joining in when LE teaches – taking groups. Children have the opportunity for more feedback and support due to higher staff ration.	Staff to continue working with LE and helping to deliver lessons.
Updating subject knowledge for PE Lead	Attendance at St Luke's School Sports Partnership Conference	0	Did not happen due to covid restrictions.	Attend conference next year.
Playground duty staff to increase confidence in ability to lead playtime activities.	LE to work alongside lunch staff to demonstrate effective games to play at lunchtimes.	LE	Staff are more engaged with the children during lunchtime so the children have more opportunities and access to a range of resources.	Continue with this next year.
Identify areas where teachers need upskilling in order to give them greater confidence.	Provide high quality lesson plans in order to help teachers deliver high quality lessons. Teachers to work with LE to observe and then teach those lessons.	LE	Staff feel more confident in teaching PE lessons to their class. Children get higher quality PE lessons.	Teachers begin to teach more lessons.
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:

To provide a wider range of activities through broadening both curriculum opportunities and afterschool opportunities.	Primary Sports to deliver a range of non-traditional after school clubs – eg dodgeball, curling, boccia, multiskills. LE to speak to children about what activities they would like.	LE	After school clubs have been limited this year.	Aim to increase the diversity of clubs next year.
All year groups can access after school clubs.	Ensure after school clubs are provided for all year groups over the course of the year.	LE	When restrictions allowed, we provided one club for each team every week.	Aim to provide a range of clubs next year.
Offer catch up swimming lessons for years groups that have missed out due to closure.	Liaise with leisure centre to organise lessons when they are open.	0	No swimming this year.	Provide catch up swimming for year 6 and swimming for year 5 as a priority. Then provide opportunities for other year groups.
Target disadvantaged and less active children by introducing them to new activities.	LE to identify them during lunchtimes and encourage to join in with activities. Ensure they are aware of after school opportunities. Provide clubs free of charge.	LE	More children are engaged with activity during lunchtimes.	Aim to run this club next year.
Provide a range of non-sport activities which will target a different group of children.	Research opportunities for outdoor education and orienteering courses that could be set up in school.	0	Did not happen this year.	Continue with this next year.

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:
Increase participation in competitive sport.	Attendance at Exeter and Mid Devon, CSSP, and Sports Governing Body sports tournaments as and when they are available.	0	Did not happen due to covid restrictions. During home learning, we promoted virtual activities provided by Active Devon.	Attend events when possible next year.
Provide in house competitions.	Provide end of unit competitions for all classes during PE lessons.	LE	All children experienced what it is like to be part of a team and be valued.	Continue with this next year.
To provide a local inter primary school competitions.	Organise competitions between local schools. Tag Rugby values competition. Netball matches	0	Could not happen due to covid restrictions.	Participate in these next year.
As many children as possible attend a competition during their time at Landscore.	Try to link after school clubs / class lessons to tournaments that are coming up. Celebrate attendance on notice board and during assemblies.	0	Could not happen due to covid restrictions.	Continue with this next year.
LE = Lee Evans Primary sport		Total for all: £12,112		
Total spend		£13,141		
Carry over		£5,229		

Signed off by	
Head Teacher:	

Created by:



Supported by:



Date:	
Subject Leader:	
Date:	
Governor:	
Date:	