

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 **31st 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>Key indicator 1: The engagement of all pupils in regular physical activity Year 4 Top Up swimming Health conference and young leaders training Sports equipment for Active Play</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement PE bibs for leadership Value boards STEPs boards Playground rules Hall display boards Maths of the day membership</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport PE & Sports conference attended</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Enrichment opportunities eg Dance workshops, Buggy's inclusion club, Mascot day.</p> <p>Key indicator 5: Increased participation in competitive sport Passport membership fee County representative membership fees for G&T Staff costs to attend clubs/events</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity Review inactivity impacts and access limitations from Covid 19</p> <ul style="list-style-type: none"> - Active Play & Walk a Mile resources for new relaunch - Evaluation of Swimming programme and possible 'Top up-catch up' sessions <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> - Whole school PESSPA vision to become embedded and resources to provide this to increase understanding, participation and involvement from whole school community. <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Coaching courses – AFPE Level 5, Multi Sports Level 2 YST/AFPE memberships Subject release time</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Sports Wheelchairs</p> <p>Key indicator 5: Increased participation in competitive sport</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 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.

Academic Year: September 2020 to March 2021	Total fund carried over: Expected £2,212	Date Updated:1.2.2021		
Actual funding cost centre spend 2019-2020	Allocated £14, 183 OCT 2019 Actual spent £11,971 Remaining balance £2,212	Allocated £9,417 MAY 2020 Actual Spent £9, 417 JAN 2020-21	Additional spending information since July report below.	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £9, 417 & £2,212
Intent	Implementation		Impact	
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?:
Increased confidence, knowledge and skills of all staff in teaching PE and sport	Level 5 AFPE course	£1,000	PE staff trained to a higher level to deliver HQ PE and engage all children	Member of staff to build upon knowledge gained and deliver projects further within the team/school.
Broader range and experiences for children To increase the quality of PE delivery	Resources including: Sports Wheelchairs Portable whiteboards Tubs for pod classes Mats for Gymnastics Bounce Beyond trampolines	£7,941.03	Resources to engage all children of all abilities. Use of whiteboards to share LI and success for better learning. New experiences for healthy active lifestyles.	Work with school community to share HQ practices. Promotion of physical activity through new activities for all to access including adults.

<p>Raise the profile of PESSPA</p> <p>Covid impact – more resources purchased for all classes to use separately within current guidance.</p> <p>Kent Sport conference – increase subject lead knowledge on current situations such as Covid recovery/inclusion.</p>	<p>Membership fees YST/AFPE Staff uniform Overtime costs for events/clubs</p> <p>Resources to increase Intra house participation across more classes. Covid recovery resources for Active Play</p> <p>Kent Sport conference</p>	<p>£1,357.82 £40 £219.75</p> <p>£1,010.40</p> <p>£60</p>	<p>Resources, mentoring, experiences and QM applications to embed PESSPA within the School community.</p> <p>Wider variety and more active PE lessons taking place simultaneously, more children participating and more activity. Wider experiences for children.</p> <p>Deepen subject knowledge and next steps to share with School community to ensure what we are delivering is meeting the needs in current times.</p>	<p>Use resources and experiences to drive the school vision and engage others.</p> <p>Use alternative set up moving forward to increase participation and 2 hour offer of HQPE</p> <p>Share within staff inset and staff training where necessary. Increase awareness and opportunities for recovery period.</p>
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