

# 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  
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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>During The Covid home learning period children were encouraged to engage in daily exercise through internet apps and you tube channels.</p> <p>As a school we set weekly challenges for the children to engage in and complete, sending in evidence of achievement and engagement.</p> <p>We set a schoolwide sports day encouraging children to take part in on line events and post their results.</p>	<p>Children have had less access to sport and sporting activities due to the pandemic. We aim to increase engagement dependent on the pandemic and return to school.</p>

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

YES/NO \* Delete as applicable

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.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
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?:

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.	Unable to complete due to COVID restrictions
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

## 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.

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:
				%
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:
Inspire pupils to live healthy, more active lifestyles.	Class bubbles due to the COVID pandemic. Timetable arranged so that each bubble has access to a playground space/ field space and an adventure area as well as an indoor space for 15 pupils at a time.		All classes made full use of all the spaces, often taking brain breaks as well as regular PE lessons.	All staff felt the access to a variety of spaces for PE lessons as well as brain breaks was very positive so this will continue as far as possible.
Deliver remote/virtual physical fitness sessions	During lockdown and remote learning staff to include regular assignments focussing on physical activity, including activities which can take place within the home/garden/ online such as Joe Wickes, kids yoga etc.  PE co-ordinator to encourage children to send in photos etc of them completing physical tasks at home through TEAMS		The majority of children could access some form of physical activity during lockdown and remote learning.  Children enjoyed being able to share examples of their online physical activity as well as activity in the home/garden etc	Investigate the possibility of continued use of online websites to encourage physical activity at home as well as in school.  Hope to take part in online and face to face physical activity. Daily Mile to be re-established.

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<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				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 increase the children's enthusiasm for and motivation to take part in Physical Education and School Sport.				
To provide opportunities for all children to take part in P.E and sport, setting their own goals. This ensures a healthy lifestyle and encourages mental wellbeing through the possibilities of achievement and success and enjoying working with others in team activities.	As all classes are in bubbles - purchase additional lunchtime equipment to increase engagement of children in sport/physical activity. Different types of equipment bought for different year groups.	£3000-£4000	All children had access to a variety of equipment at lunchtime and were physically active within their bubble.	Each class will continue to have their own supply of play/lunchtime equipment. Regular replacing of equipment.

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:
To ensure that each child participates in at least 2 high quality PE/Sport sessions per week	As far as possible children participate in high quality sessions provide by school staff or outside providers	£3000-£4000		Pre-COVID St Helen's used a number of outside providers, cricket, SSPSA, tennis, Southend United, as well as school staff. We hope to re-establish this in the new school year.
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 work with a number of providers as well as continue to provide a range of sports and take part in inter and intra sporting events.	Sporting events will continue as far as possible in the current climate.  Membership of SSPSA	£3000-£5000	Many of the intentions unable to complete due to COVID. However we were able to have the cricket coach towards the end of the summer term. Children fully engaged and enjoyed this.	To re-establish working with a number of providers as well as take part in intra and inter sporting events



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:
To provide opportunities for all children to take part in some form of competitive sport.	To take part in SSPSA events, local events as well as Catholic sporting events.	£2000-£3000	Unable to carry out due to COVID. Where possible we took part in online sporting events provided by SSPSA	Re-establish participation in competitive sport.  Allow children time to regain fitness after pandemic.

Signed off by	
Head Teacher:	<i>Elizabeth Mouchel</i>
Date:	15/7/21
Subject Leader:	
Date:	
Governor:	
Date:	