

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 **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>Implementation of highly quality PE sessions on a weekly basis for KS1/KS2 – employment of highly skilled sports coach to facilitate</p> <p>Weekly CPD available through team teaching approach to PE sessions weekly.</p> <p>Extracurricular sporting clubs are now available throughout the school week (COVID19 dependant).</p> <p>Significantly increase participation within Leeds Family of schools sporting events</p>	<p>To enhance and extend teaching staff CPD of the teaching of PE with particular focus on dance and Gymnastics.</p> <p>To further enhance the schools core offer of extra-curricular opportunities in physical education</p> <p>To extend the schools participation in competitive sport with a widened involvement of sporting activities through the city and beyond</p>

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

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.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.</p>	57%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	30%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	9%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	no - due to COVID19

Action Plan and Budget Tracking

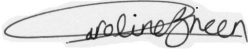
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £19,090		Date Updated: Oct 2020	
Key indicator 1: 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: 74%
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:
For all pupils to participate within high quality PE sessions led by a highly training and skilled sports coach – Platform Education/Little Legs Rugby/Qualified Dance coach	For key allocation of timetables and progression of skills To plan and map coverage of skills in PE To map and track the progression of teacher skills To monitor and observe the quality of PE skills via QA cycle		£14,000	QA cycle Pupil questionnaire Staff questionnaire Tracking of pupil and staff skills sets. Report to Governing Body	Enhancement of core offer.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 74%
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:

<p>To raise the profile and the importance of physical activity, engagement in competitive sport and healthy lifestyles throughout the school and wider curriculum.</p>	<p>To plan and track pupil skill set To track and monitor teacher skills – QA Cycle To enhance and develop the curriculum through the development of the creative curriculum making appropriate and meaningful links.</p>	<p>£14,000</p>	<p>QA cycle- due to COVID to resume AUT 1 due to bubbles. Pupil questionnaire - see attached report Staff questionnaire - see attached report Subject leadership development - significant improvements in leadership of the subject - see floor book and dedicated teaching of explicit skills in particular gym and dance. Curriculum development - curriculum now progressional and covers all skills/objectives Tracking of pupil and staff skills sets - see attached report Report to Governing Body - see attached.</p>	<p>Enhancement of core offer.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				73%
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:
For all teaching staff to team teach and enhance CPD skill set from weekly team teaching events in PE.	Staff skill set significantly enhanced. Lesson observation by subject leader/QA demonstrates significant improvement and impact. Deep Dive QA	£15,000	Progression timetable planned and delivered. All staff team teach weekly to enhance and progress their skill set - see attached report. See attached staff questionnaire with development of skills.	Enhancement of core offer.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
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 wide variety of extra-curricular activities to enhance the school and local offer To provide high quality lunchtime activities to broaden and enhance pupil skills	To complete pupil questionnaire To ensure a wide offer. To track and monitor skills of pupil progression in PE.	£1280 £1280	This was firmly established pre covid and required enhancements to target specific pupils are healthy lifestyles. This will resume SEpt 2021. High quality lunchtime arrangements are in place with coaches - generic sports coach, rugby and dance/gym coach. P Lay time leaders are established but need reinvorgating due to COVID 19 SEPT 2021	Enhancement of core offer.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
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:
For school to be actively involved inter-school competitive sporting competitions and part of the wider Leeds family of schools	School to actively lead and become involved in the community events. For PE leader to widen horizons in pupil engagement in competitive sport.	£3200	Not occurred due to COVID19. Active mark accreditation secured Summer 2020. Virtual COVID lessons and clubs during holidays times were delivered to address healthy lifestyles as a direct result of the pandemic - see report. Development point for next year to be establishing a creative and bespoke BPA approach to sporting competitions within the trust and beyond.	Enhancement of core offer.

Signed off by	
Head Teacher:	
Date:	09/11/2020
Subject Leader:	Hayley James
Date:	09/11/2020
Governor:	
Date:	