

# 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 **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.

Rudham CofE Primary Academy	
Key achievements to date August 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>➤ Raise enjoyment in sport and PE</li> <li>➤ Greater physical activity during school day with physical challenges, increased extra-curricular clubs</li> <li>➤ Upskilled T and TAs</li> <li>➤ Upskilled PE lead</li> <li>➤ Greater % of children reaching ARE and ARE + in PE coverage</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to raise fitness levels of all children</li> <li>➤ Upskill further TAs</li> <li>➤ Upskill further Ts</li> <li>➤ Further promotion of Healthy Lifestyle ethos in school through Healthy Lifestyles Federation Week/6 week block with specialist staff.</li> <li>➤ Inspire children to think about sport as a career</li> <li>➤ Encourage an interest in a wider range of sports</li> </ul>

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.

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.

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

Meeting national curriculum requirements for swimming and water safety – <b>2019-20 data due to Covid-19 swimming in 2019-20 did not happen</b>	Please complete all of the below 8.3% = 1 child:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 m?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
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?	Yes

## 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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £16,870		<b>Date Updated:</b> October 2020	
<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: 56.3%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:
<ul style="list-style-type: none"> <li>Provide children with weekly PE lessons</li> <li>Provide a range of physical activity through after school PE clubs</li> </ul> Children to take part in physical activity on a daily basis		Trained HLTA to deliver 1 x lesson to each class per week. Provides a range of clubs for children to attend Children to be active during lunchtimes		Approx £7000  Approx £2500	100% attendance for PE lessons – raises attainment and fitness in children High uptake of after school clubs  Uptake of organised sporting activities during the lunch hour.
					Sustainability and suggested next steps:
<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: 2.3%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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:

<ul style="list-style-type: none"> <li>• Celebration board updated each week to highlight the hard work children put into their PE lessons.</li> <li>• Children rewarded certificates when they have taken part in a competition</li> <li>• Sports Days</li> <li>• Sports coaches and PE lead to arrange sports fixtures for inter academy tournaments and also cross Federation meets. COVID REGULATIONS PROVIDED – VIRTUAL TEAM COMPETITIONS WHERE POSSIBLE</li> </ul> <p>Healthy lifestyle display board in school</p>	<p>Adults put forward names of children who have worked hard. Adults to arrange competitions for children to take part in. Stickers and certificates required.</p> <p>Adults to arrange and where possible invite neighbouring schools to take part in events on our school grounds. Rewards required.</p> <p>Promote healthy lifestyles both in school and outside of school. have photos/pictures etc on the board</p>	<p>£100</p> <p>£100</p> <p>£250</p>	<p>Children will want to take part in order to get praise and rewards.</p> <p>Children take part in competitive sport. Children learn that this is an important part of school life.</p>	<p>To continue to encourage children to take part and work hard in sport.</p> <p>To incorporate sport into everyday life and ethos of the children and then the school.</p>
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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:
				8.9%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
PE lead and staff to engage in CPD events and training through the school year to upskill and sustain PE in the school. SA to investigate courses	TAs and Ts to observe lessons Termly observations  PE lead to attend additional training including mini TAs/MSAs to be trained in play leadership at lunchtimes	£1400 including £102 for minibus test.	Upskill TAs and Ts. Children received high quality PE lessons	In the future, all staff will be confident in planning and delivering PE lessons
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				32.6%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
<ul style="list-style-type: none"> <li>Renew EYFS Physical Development resources</li> <li>Renew outdoor/indoor PE equipment to encompass a wider range of sports</li> </ul> Sports equipment – Bubble equipment both in door and outside	Resources purchased to allow a wider range of PE experiences and build on prior knowledge.	Approx £1000  £4510	High uptake sporting activities. Attendance of regular sporting events encourages engagement in sport and keeps fitness up	After school clubs attendance encouraged  To introduce sport into everyday life and ethos of the children. Continue to offer these.

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:
<ul style="list-style-type: none"> <li>Competitions on home ground arranged and all children to take part.</li> </ul> Off site competitions in specific sports arranged for some children.	Adults/PE leads to organize sporting competitions.		Competitions encourage children to engage in sporting events. Children have a smart matching kit.	To encourage sport into everyday life. Continue to offer these.

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:
<ul style="list-style-type: none"><li>• New equipment purchased to widen children's experiences</li><li>• Purchasing of whole class sets of equipment</li></ul>	<ul style="list-style-type: none"><li>• Further pieces of equipment to be purchased to ensure that indoor PE sessions have equipment as space and resources are limited.</li><li>• Due to Covid resources are unable to be shared</li></ul>

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.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £ 6289.03</b>	<b>Date Updated: Jan 2021</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £ 6289.03
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To ensure that all children have full access to a range of PE experiences</p> <p>To ensure that children have access to wet playtime equipment</p> <p>Safe storage of equipment in Bubbles</p> <p>To ensure that playtime resources are kept up to date</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Purchase of PE equipment for both inside and outside use – whole class sets</p> <p>Purchase of wet playtime games and equipment</p> <p>Ensure that the equipment is stored safely and secure for each Bubble to have access.</p> <p>Purchase of new playtime resources for Bubbles to use.</p>	<p>Carry over funding allocated:</p> <p>£2,000 indoor PE equipment to use in the classrooms due to lack of hall space.</p> <p>£2,000 outdoor PE equipment so that each class can have safe access to PE outside</p> <p>£800 –</p> <p>£1000</p> <p>£489</p>	<p>Children are not being held back by Covid-19 and have got equipment to use when they need it for both the indoor PE sessions and outdoor sessions</p> <p>Children will be able to keep active during wet playtimes.</p> <p>Children from each Bubble will be able to access their equipment safely and ensure that mixing of Bubble does not happen.</p> <p>As children are playing in Bubbles – new resources are needed</p>	<p>The sustainability of this will be that as a bulk order has been made, we will now be able to ‘top up’ when needed.</p> <p>Top up resources when required.</p> <p>NA</p> <p>Purchase of new items when others are broken etc.</p>

Signed off by	
Head Teacher:	BAllen
Date:	18/01/2021
Subject Leader:	B Allen
Date:	18/01/2021
Governor:	R Wade
Date:	19/01/21