

# 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.

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>The school continued to increase the subject knowledge and teaching of PE for teachers through team teaching alongside a games coach who has been employed by the school.</p> <p>Children continue to access high quality PE teaching that builds on sporting skills and maximises children’s progress.</p> <p>Children enjoy PE and have access to new sport activities, such as theatre dance and cheerleading.</p> <p><b>Key indicator 1:</b> PE provision ensures that all children are engaged in at least 1 hour of physical activity a week. In addition to completing the daily mile and access to lunch time and after school sporting clubs. The school pays for outside sports instructors to come in and all children are expected to take part.</p> <p><b>Key indicator 2:</b> We continue to employ a sports coach who successfully engages the children in a variety of sports and who also provides CPD to new and experienced staff in the teaching of PE. Some of the after-school clubs are sports related and offer new experiences to the children, for example, karate.</p> <p><b>Key indicator 3:</b> Having access to an experienced sports coaches in a variety of sports has supported new and less confident teachers to gain skills that support their planning and delivery of PE lessons, as well as provide some support to the school’s PE lead.</p> <p><b>Key indicator 4:</b> Weekly basketball, street dance, cheerleading, yoga, football and multi sports are on offer either through PE teaching or clubs. These clubs may rotate on half termly basis for different year groups to access.</p> <p><b>Key indicator 5:</b> Pupils across KS1 and KS2 are encouraged to take part in</p>	<ul style="list-style-type: none"> <li>● Explore how we can further increase this provision for children who are PP/SEN/reliant participators in sports.</li> <li>● Increased numbers of children are taking part in sport both in school and outside.</li> <li>● Ensure the vision for PE, (That all children can develop the physical confidence and competence to enjoy being active in a range of chosen sports. Children gain an understanding what competition feels like and what it is like to be part of a team and be able to win and lose with grace.) is shared with all stakeholders, (Subject leader, sports coach, SLT, parents, children, and governors).</li> <li>● Update the school sports board to reflect the many different sports, including children’s achievements.</li> <li>● All TA’s to gain some PE CPD in order that they are more confident supporting the delivery in lessons and in engaging with the children at play and lunch times.</li> <li>● Look at how we can extend yoga into the Early Years (Cosmic Yoga) and introduce a program/scheme based on mindfulness and reflection for KS1 and 2, to build on physical and mental health.</li> <li>● Contact with sporting companies and local schools to ensure we can offer a range of sports. Pupil feedback and survey would help ensure</li> </ul>

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competitive sport tournaments arranged by the PE lead both in school and alongside other schools.

we are providing what the children enjoy.

- Initiate inter- school sporting competitions/sports days that encourage a positive sports attitude. Look for opportunities to join with other schools for sporting events.

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

Delete as applicable

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: £12,753</b>	<b>Date Updated: February 2021</b>
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £100%
Intent	Implementation	Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Provide extra swimming lessons for Y4, Y5 and Y6 to make up for those who missed out last year due to Covid-19 school closures.</p> <p>Look at how PE and Sport Premium can support ALS to invest in cycle training for pupils across the school.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Liaise with local school who provide swimming sessions to see if they can offer extra and to then timetable.</p> <p>Contact Hertfordshire County council about the Bikeability training and levels. Source bikes for children who do not have access to them. Ensure we have adequate bike storage.</p>	<p>Carry over funding allocated:</p> <p>£3000</p> <p>£2000</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p> <p>Bring Y4,Y5 and Y6 back on track with their swimming abilities and to ensure that pupils leave ALS being able to swim 25 metres in different styles.</p> <p>Children competent and confident to ride and travel by bike. It promotes a healthy lifestyle choice and encourages children to be fit and try out another sport.</p>
			<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Dependent on schools reopening for the spring and summer terms and providers being able to accommodate pupils. Focuses on KI 1,2 and 3.</p> <p>Next steps would be to: Find out about Bikeability, audit how many children have access to a bike.</p>

<p>Provide extra sports clubs and extra-curricular activities to support children's physical development and their recovery program in PE.</p>	<p>Liaise with Scaracens, PEC etc to provide sports for children</p>	<p>£3000</p>		<p>ALS will continually strive to provide a variety of sports delivered by expert instructors.</p>
<p>To complement the PESSPA by introducing a program/scheme, based on mindfulness and reflection for EY, KS1 and 2, to build on physical and mental health.</p>	<p>Research providers who offer a program to follow that can be used in both school and as part of remote learning.</p>	<p>£2000</p>	<p>Children will: Build confidence, resilience and a greater sense of self awareness. Show compassion for others and themselves, Work cooperatively with others, Enjoy what we, as individuals have to offer the world</p>	
<p>Provide cross curricular links with PSHE.</p>				<p>Children will: Build confidence, resilience and a greater sense of self awareness. Show compassion for others and themselves, Work cooperatively with others,</p>
<p>To embed Forest school within KS1 and 2 and promote a way of learning in a natural environment which has known benefits for mental health and wellbeing, physical health</p>	<p>Liaise with an outdoor provider BeFree Forest School to deliver sessions to a KS1 and KS2 class over a 6 week period. Supported by the class teacher and TA.</p>	<p>£2500</p>	<p>The Forest School curriculum will focus on wellbeing and include metacognitive practices such as planning and reflection; Wellbeing activities which develop emotional literacy such as journaling, environmental art, learning to meditate (reducing cortisol and improving mood); lots of collaborative tasks and problem solving; and plenty of hands on, challenging but achievable tasks</p>	<p>Enjoy what we, as individuals have to offer the world.</p>
				<p>Staff who are more confident to lead sessions with their classes and share experiences. A possible investment in training staff to level 2 forest school.</p>

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.	Based on Year 5 swimming data who are currently in Year 6. (due to Covid -19 lockdown)
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 2021.	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not able to complete due to covid-19 lockdown
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 - This has been used to provide longer sessions for swimming lessons

## 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> £17,799 plus above		<b>Date Updated:</b> February 2021	
<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: 70%
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>ALS want all pupils to engage in at least 30 minutes of physical activity daily, by taking part in a variety of sports that are on offer.</p> <p>Provision to be supplied through expert instructors and teaching/support staff.</p> <p>Ensure there are opportunities to join in games at play and lunchtimes that promote physical activity.</p> <p>Promote healthy lifestyle.</p> <p>Promote and encourage children to continue an active lifestyle</p>	<p>Variety of sports on offer and taught by expert instructors include: Yoga, basketball, street dance, gym, football, multis ports.</p> <p>Daily mile part of their physical activity.</p> <p>Offer after-school and lunch time clubs that are timetabled for classes.</p> <p>Discussion during PE about the effects it has on our body and the muscles being used.</p> <p>Links with Tesco, re: healthy eating</p> <p>Provide live online PE sessions with the school coach twice a week, as well as a pre-recorded session.</p>		£14 000	<p>Most pupils are keen and happy to take part in sporting activities. Physical activity can positively impact on targeted pupils or outcomes such as academic attainment, behaviour or attendance.</p> <p>Lunch and playtimes are provided with PE resources and physical activity supported by TA's/MSA's, for example skipping.</p> <p>Pupils are building up physical stamina and can sustain longer periods of physical activity.</p> <p>Greater understanding about</p>	<p>Highly sustainable due to whole school buy in from pupils, staff, parents and governors.</p> <p>Next steps: ALS will continually strive to provide a variety of sports delivered by expert instructors.</p> <p>Track and analyse data of how many children are accessing different sports in lunchtime and after school sessions.</p> <p>Include in all PE lessons, references to healthy choices and the importance of fitness.</p> <p>Find other ways to engage children in PE whilst teaching</p>

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throughout Covid-19 lockdown.  All pupils in Y3, Y4, Y5 and Y6 will have access to swimming lessons over a term. Year 6 will leave being water confident and can swim a minimum of 25 metres using a variety of strokes.	In Early Years provide daily activities that develop and improve fine and gross motor skills.  Book venue and instructors. Invest in some swim clothing. Timetable sessions for each year group.	£3000 -	health and exercise. Opportunities to develop teamwork. Children maintain an active lifestyle and continue to build stamina. Children continue to have regular Pupil voice provided evidence of a greater involvement in sports both inside and outside school.	remotely.
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** 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 complement the PESSPA by introducing a program/scheme, based on mindfulness and reflection for EY, KS1 and 2, to build on physical and mental health. Provide cross curricular links with PSHE.  Pupils enjoy a range of PESSPA that focuses on pupils building their competence in sport, stamina and having a healthy attitude.  Increase activity levels in the most inactive children	Research providers who offer a program to follow that can be used in both school and as part of remote learning.  Promote and celebrate pupils' achievements by rewarding with certificates, sports awards in assemblies.  Display sporting achievements on the sports display board.  Subject lead to ask teachers to identify children who are less active and then carry out a pupil voice exercise to see what sports would	£2000          £200	Children will: Build confidence, resilience and a greater sense of self awareness. Show compassion for others and themselves, Work cooperatively with others, Enjoy what we, as individuals have to offer the world.  Incentives to strive to keep improving and always doing their personal best.  Shared celebration of success.  PESSPA reaching all children.	Children will: Build confidence, resilience and a greater sense of self awareness. Show compassion for others and themselves, Work cooperatively with others, Enjoy what we, as individuals have to offer the world.  Incentives to strive to keep improving and always doing their personal best.  Shared celebration of success. PESSPA reaching all children.

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:
Share the leadership of PE (cover maternity leave) to ensure that leadership of PE and key indicators are met.  Provide high quality PE across the school to ensure pupils make good progress.  To provide progressive activities that inspire and engage pupils and show clear skill development	Join afPE and share this resource with staff who can draw on this as an additional resource/CPD in addition to sports coaches and subject lead.  Teachers/TA's to observe PE coaches at least 3 times each half term or more if it will support their development. Take part in team teaching a class.  National curriculum requirements are clear to all staff in each year group and are evident on the forecast across the school. Look at PE scheme of work and compare with our current provision.	£95  Cost for coaches included in KI 1  £550/year	Maintain up to date with guidelines and tips for overall improvement of sports activity across the school.  Up to date subject leadership file.  Confident staff who can deliver PE lessons that motivate and develop physical activity in a range of sports.  Progress and development of skills evident. Show progression of skills in each sport across year groups.	Subject lead on maternity leave. Shared responsibility with another member of staff.  The usefulness of afPE to be reviewed after 6 months in order to consider extended membership.  Quality teaching by coaches and teachers. Training needs addressed of any new members of staff.

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:
<p>Additional achievements: Investment of PE equipment that will facilitate different sports activities as well as lunch and play times.</p> <p>Provide a range of different sports and after school clubs to children.</p> <p>To continue to provide opportunities to engage in physical activity if schools need to shut down due to Covid-19</p>	<p>Audit resources and replace where there is need and to maintain good quality equipment.</p> <p>This is currently on hold due to government guidance on sporting activities. Resume clubs as soon as we can.</p> <p>Remote teaching will provide opportunities for children to join in with virtual yoga and PE with school coach.</p> <p>Signpost parents to sites that promote PE such as Cosmic yoga, <a href="https://www.yorkshiresport.org/get-active/thisispe/">https://www.yorkshiresport.org/get-active/thisispe/</a></p>	<p>£2000</p> <p>See KI 1</p>	<p>Purchase of equipment for keyworker groups during Covid-19. Replacement of new equipment ensures all sports continue to be accessible and enable regular physical activity.</p> <p>Pupils at ALS choose to participate in a greater range of sporting activities offered by the school, particularly popular are the after-school clubs.</p> <p>Remote provision accessed by pupils and monitored by SLT to enable us to review.</p>	<p>Highly sustainable as it will ensure sporting activities can continue for pupils.</p> <p>Covid-19 has delayed the planned sporting clubs. We will resume once government guidelines allow.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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 widen children's sporting experiences and encourage a healthy approach to competitiveness.  Initiate inter- school sporting competitions/sports days that encourage a positive sports attitude. Look for opportunities to join with other schools for sporting events.	Competitive sports taught in all year groups. Awards presented to celebrate children's successes and good attitude in competitive sports.  Set up interclass sports events, sports day. Invest in events that include other schools and competitive sports.	£400  Possible minibus costs.	Pupils taught the skills of competitive sports allow children to improve their fitness and approach to a healthy lifestyle. Builds on team working skills.  Pupils have thrived on healthy competition in a range of sports at ALS both at a school and district level.	Highly sustainable once covid - 19 restrictions are lifted.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	