

# 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](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:
<ul style="list-style-type: none"> <li>• The school opened in September 2019 and operated on a temporary site until moving to the finished site in November 2019. The field, a large sports pitch, was not ready for use until July 2020. Despite this, an effective and engaging PE curriculum was delivered to Year R pupils.</li> <li>• Physical development has been a strength of EYFS pupils, with the outdoor classroom and school grounds used for a range of sporting and active activities.</li> <li>• Year R pupils completed a topic in the Spring term called 'Let's Get Fit' which focused on being active and healthy.</li> <li>• Pupils have active and healthy lunchtimes, with games to play and a large area to play in.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of the KS1 PE and sports curriculum.</li> <li>• Further development of lunchtime activities and resources to extend and challenge pupils in their active play.</li> <li>• Increase the variety of sports equipment and resources in the school to enhance and expand the activities on offer to pupils.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO  
**Boorley Park Primary School was first eligible for the funding in 2020-2021 as this was the first time there had been pupils in Year 1 at the school.**

<p><b>Meeting national curriculum requirements for swimming and water safety.</b></p> <p>This does not apply to pupils at Boorley Park Primary School as at present we have EYFS and KS1 only.</p> <p>Water safety is discussed in PSHE lessons as part of the Keeping Safe units in preparation for swimming lessons.</p>	
--	--

## 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> £16,300		<b>Date Updated:</b> March 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:
					27%
<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?:
To provide pupils with constructive and challenging activities at breaktimes and lunchtimes, that encourage active play and extend their abilities.		Installation of new markings on the playground – active trails and competitive activities for children to follow that develop a range of physical skills and co-ordination.		£3785	
To increase the diversity of activities on offer at lunchtime to encourage pupils to be active.		Purchase of outdoor Bluetooth speakers that can be used for games and activities to encourage pupils to be active e.g. dance sessions.		£199.00 x 3 = £597	
<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:
					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:
To promote and embed opportunities for physical activity throughout the curriculum (cross-curricular links) to support all-round health including emotional well-being.	To provide staff training from within the Wildern Academy Trust to promote physical activity throughout the curriculum.	£0		
	Teachers to ensure children participate in regular brain breaks such as 'Dance and Beats' and 'Cosmic Yoga' throughout the day.	£0		
To provide release time for senior staff to monitor teaching and learning in PE across the school through quality assurance e.g. planning, assessment, teaching and learning through learning walks and pupil conferencing.	Senior staff to monitor teaching and learning in PE through quality assurance. To include obtaining pupil views with pupil conferencing.	£426		
	To share actions and developments in PE with link governors.	£0		
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				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:



To improve the knowledge, understanding, skills and confidence of all school staff in Year 1 (teachers, trainee teachers and HLTAs) in delivering effective PE and sport lessons that develop skills in a logical progression.	Sports coaching in Year 1 – 11 weeks during the summer term – school staff to observe and team teach alongside the coach.	£528		
--	---	------	--	--

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	66%

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?:
To extend the range of resources within school to enhance and extend the range of sports on offer to pupils.	Purchase of additional sporting resources for PE lessons that extend the range of sports on offer.	£8,764	
To provide pupils with opportunities to practice and apply the sporting and physical skills they have learnt during their independent play time.	Purchase of additional playground equipment that complements the sports taught during PE lessons.	£1,980	

<b>Key indicator 5: Increased participation in competitive sport</b>	Percentage of total allocation:
	1%

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 enable children to have the opportunity to compete against others within school.	To ensure PE planning provides opportunities for children to take part in competitive activities during PE lessons.  To organise events such as sports day with support from sports coach, to ensure activities encourage competition.	£0  £220		
---	--	----------------	--	--

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