

# 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 July 2021. UPDATE July 2021 – carry over now permitted from 2019-20 until July 2022 although Newtown have been spending that carry over in summer term 2021 (see below).**

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](#).

Supported by:

Created by:



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: Newtown	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>School Games Silver award in place for 2 years</li> <li>Extended range of sports offered to children through the curriculum and through additional clubs</li> <li>Interschool competitions and range of sport for all year groups</li> <li>School sports lead to continue to drive the sport in school and liaise with teachers and local coaches</li> <li>Ensure that there is equality of opportunity across age ranges and gender, increased range of 'friendly matches' for age groups and abilities</li> <li>Competitive sports lead across federation, working across federation</li> <li>Improved participation at intra-school games competitions</li> <li>Close working partnership with School Games Lead for area and cluster lead</li> <li>PE and competitive sport is better resourced</li> <li>Sport and healthy lifestyle has a high profile within the school</li> <li>Shropshire U11 Small Schools County Cup Football Champions, Regional Runners-Up and National Finalists 2019. This built on previous years as Cup winners and regional representation.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve School Games Gold award (if COVID allows participatory travel and sport)</li> <li>Plan inter-school competitions and extend range of sport. (COVID allowing and compliant)</li> <li>Increase opportunity for competitive sport within our Federation for all age groups.</li> <li>PE subject lead to drive the sport in school and across federation through increased collaboration.</li> <li>Ensure that there is equality of opportunity across age ranges and gender.</li> <li>Whole school playground fitness - create resources to support pupils and teachers. Improve playground facility to promote active engagement in exercise.</li> <li>Engage with health agencies, parents/carers, to improve the lifestyle of our pupils.</li> <li>Develop Outdoor Adventure Activities through outdoor learning.</li> <li>Build in a 'free play' aspect to PE for younger children, where pupils can have access to equipment used in PE lessons.</li> <li>Working with local Secondary Academy to develop healthy active children and effective transition.</li> </ul>

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

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 August 2021. **Note that since July 2021 announcement, and due to COVID-19 restrictions and closures in 2021, this has been extended to 2022.**

<b>Academic Year: September 2020 to August 2021</b>	<b>Total fund carried over: £17,195</b>	<b>Date Updated: May 21</b>		
What Key indicator(s) are you going to focus on? 1. Engagement of all pupils in regular physical activity 2. Profile of Sport and Physical Exercise				<b>Total Carry Over Funding: £17,230</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<p>All classes have additional opportunities to participate in Sports lessons during curriculum time.</p> <p>Outdoor physical activities being used to promote enjoyment and re-engagement upon full return to school.</p> <p>Early Years focus for enhanced equipment and outdoor provision enhancements.</p>	<p>Teaching Assistants assigned to support additional Sport &amp; PE sessions alongside Sports Coaches in summer term as restrictions permit.</p> <p>Classes to receive 2 hour additional PE/outdoor activity per week where possible.</p>	<p>Carry over funding allocated:</p> <p>£3,780: TA extra hours in spring and summer</p> <p>£1,950: additional Sports Coaches</p> <p>£6,500: EYFS specific PE, Forest School and physical play equipment</p> <p>£5,000: Sports equipment to support curriculum, Clubs and equipment storage</p>	<p>Evidence of impact:</p> <p>Engagement and enjoyment of children in sport.</p> <p>Attendance figures for school: what are absence rates looking like?</p> <p>Has additional Sport provision maintained well-being of children and staff?</p> <p>Do children speak positively about PE and Sport and have they maintained interest despite lack of regular competitive element due to COVID restrictions?</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>If funding continues in 2021-22 then further subsidy of extra provision for staffing and coaching could continue. Equipment spending will need reduction over time though standardised annual budget could maintain and boost sport and PE provision within the school.</p>



<p><b><u>Meeting national curriculum requirements for swimming and water safety.</u></b></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><b>Swimming Capabilities of Year 6 cohort 2020-21</b> (this cohort have had limited formal swimming lessons in Year 6 due to COVID-19 closures and restrictions. However, the consistency and regularity of school's swimming provision from Year 3 onwards has resulted in a good standard of achievement)</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><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.</p>	<b>91%</b>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<b>81%</b>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<b>81%</b>
<p>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?</p> <p><b>95% of Year 6 pupils attended a one-day sailing activity July 2021 subsidised by our sports grant and took the opportunity to be coached and sail in open water with appropriate safety equipment being worn. All the children were able to launch into open water and dismount safely into water within their depth before swimming back to shore safely. Most were able to dismount their boats out of their depth and recover their position back with their vessels. Excellent water confidence and safety was evident from all children.</b></p>	<b>Yes</b>

## 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: £17,185	Date Updated: June 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:
				48%
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: £8,500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children will be active daily regardless of gender, needs, starting points or age. Being healthy will be an enjoyable pattern in the daily life of the school.	2 x PE lessons per week KS2 children to engage with 'termly personal timed challenges' 1x Term of 10 hours swimming for all KS2 children. Field Fun activities a weekly feature of curriculum for EYFS & KS1 children. Daily Mile to be introduced for all pupils. Sports clubs (varied each term but include opportunities for all pupils) Lunchtime play/games/delivered by Supervisors & Sports Leaders/House Captains.	£6,500  Additional Swimming Instructor subsidy: £1,000 Professional Coaches: £1,000	All pupils engaged in sport. School to achieve school games GOLD award for 2020/21. All children to be able to swim 25 metres by the end of KS2 as a minimum requirement. All children have access to outdoor learning and learn how to take risks, work as team, learn from mistakes and solve problems. All children do the daily mile and least active children to improve personal performance Opportunity to access clubs for all pupils and deepen the culture of sport.	Explore creation and funding of cross federation competitive sports leader, dedicated to pushing competitive sport and healthy lifestyles Culture of sport, which have zero cost – running, games, football, enjoying the outdoors. Strive for equality for all and look for increased opportunity for girls to compete locally with other schools. Further develop links with parents involved in sport provision Healthy school strategy in place over time to engage pupils in physical activity

Created by:



Supported by:



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				38%
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: £6,500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>School is an active school and PE is important for ALL.</p> <p>Develop formal structure for 'expected outcomes' to be in place so all staff understand what is important at every stage of development.</p> <p>Variety of provision to make the most of all staff expertise.</p> <p>Achievements reported in the Website</p> <p>Further develop a "growth mindset" culture where we have to put effort into everything we do in order to achieve.</p> <p>Young sports leaders to lead lunch time sports games and cross federation competitions.</p>	<p>All staff and Governors promote priority actively.</p> <p>Complete Playground project with new markings for mile trail and accompanying exercise prompts plus basketball post boards to support all-year use to promote active lifestyles.</p> <p>PE Equipment repair and purchase.</p> <p>Staff share sport/active lifestyles related to personal interests/expertise and model that sport is for life.</p> <p>Continue to embed culture in every aspect of school.</p> <p>Young Sports Leaders to be trained to deliver small sessions, lunchtime clubs and lead federation events</p>	<p>Nil cost</p> <p>£4,900</p> <p>£1,000</p> <p>Nil cost</p> <p>Awards, medals, badges, certificates, Kit £600</p>	<p>Outstanding attendance at school continues</p> <p>Pupils are on time and well prepared for lessons.</p> <p>Extended clubs are full.</p> <p>Offer of sport continues to improve especially with children being involved with lunch time clubs. Pupils are therefore more engaged with learning when they return to the classroom.</p> <p>Outdoor learning is cross-curricular and develops greater creativity, knowledge and resilience.</p> <p>Greater opportunity for competing in sport across federation, building relationships for when pupils move on to secondary.</p> <p>Benefits to positive mental health for all pupils and staff</p>	<p>Continue to purchase new equipment and replacement equipment when required.</p> <p>Challenge is to maintain the level of focus across the school into the future.</p> <p>Embed formal structures so that PE and Sport is consistently delivered, and succession of staffing is planned for.</p> <p>Develop more opportunities for low cost outcomes so that if funding is removed pupils are not disadvantaged.</p> <p>Evaluate with staff regularly the effectiveness of what we do and continue to look at the optimum use of time within the school day.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:  £800	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
All staff to be confident to deliver PE supported and demonstrated by the sports coaches and the PE coordinator Explore the development of 'healthy lifestyle skills structure' to be used by pupils and staff. Formal structure developed for 'expected outcomes' to be in place so all staff understand what is important at every stage of development. Equality of opportunity through quality PE provision for all children from all staff.	On site coach – at least 1 session per week, modelling to teachers and support staff through lessons as appropriate. PE lead and teachers to address gaps and adapt provision accordingly. Training of sports leaders to support in events. Upper KS2 teaching focused on recognised games and rules. Class Teachers to teach 50% of formal PE Lessons. Work with local sports groups to enhance links with the school.	Included in engagement of pupils funding  £500 further playground resources  Staff training course as required £300	Teachers and support staff confident in the delivery of PE Increased knowledge in growing offer of sport. Play leaders able to direct pupils to appropriate skill development. All pupils are active, and all staff can identify needs and encourage those who are reluctant to engage.	Continue to monitor to maintain high standards. Engage in up to date training and keep up to date with new developments e.g. obesity awareness. Monitor assessment practices and ensure equality of provision for all.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4%
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:  £700	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: We continue to evaluate our offer of sport. The planning for sport takes into account some competition and therefore sports being taught, have purpose. Healthy living is a key focus for all sporting activity and therefore all pupils, including those with disabilities, are active and aspirational about taking part and achieving to the best of their abilities</p>	<p>Continue to plan for competition and extend range of sport. Evaluate equality of provision each regularly and consult the voice of all stakeholders. Engagement in physical activity post COVID lockdown 2020 to be a focus of our curriculum and catch-up/recovery target. Encourage reluctant pupils to participate fully and attend clubs which develop healthy lifestyles. Make links with local clubs to ensure parents realise what the local offer of sport outside school is.</p>	<p>£700 for resourcing new sports and equipment</p>	<p>Range of sport and PE offered and updated termly. Sailing offer for Y5/6 through local club. Registers from clubs. School games data; inter- and intra-sporting outcomes. Equality in provision. Increased volume of pupils attending local external clubs.</p>	<p>Continue to monitor with all stake holders. Report to Governors. Engage with School Games Partners locally.</p>
---	--	---	--	--

Key indicator 5: Increased participation in competitive sport				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: £1,200	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Engage with the local sports cluster and actively participate in events for KS1 and KS2 boys and girls. Engagement in virtual competitions where necessary. Across federation competition. Inter-house competitions Develop home learning sport ideas to support families for remote education	Continue to participate at a high level and enter all competitions offered. Extend the range of competition offered to KS1 and to specific pupil groups at KS2 Develop sports leaders across federation and engage in competition 1x per term – COVID Dependant. Inter-house competition each term.	£200 payment to for Secondary Liaison sports coordinator £600 bus travel to and from events - bus share where possible £400 School Team Kit	Increased participation in sport. More children access competition and range of sports offered extends opportunity. Website for events and reports. Pupil voice and parental feedback is used to make future plans on how to extend participation and how we can enhance provision. Links in federation schools increase opportunity for pupils to compete with greater numbers. Inter-house competitions provide a safe environment for all pupils to achieve.	Maintain engagement, planning and organisation. Staff release to complete. Continue to evaluate provision and look for opportunities to connect with schools and share facilities. Be proactive in seeking out local sporting competitions through links & networks. Extend range of inter-house competitions. Develop our own 'sport at home' - living room fitness to be used during period of home learning and holidays.

Signed off by	
Head Teacher:	A Hodson
Date:	November 2020
Date reviewed:	30 <sup>th</sup> June 2021
Date of Final review:	