

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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, including any under-spend from 2019/2020, 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.

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:
• PE Leader • Introduce Complete PE across the whole school to improve the teaching and learning of curriculum PE • Employed high quality Tag Rugby coaches from Rippa Rugby to teach all children in Key Stage 2 during curriculum time, run an after school club and organise a tournament for all children in KS2. • Engagement with Virtual Competitions to enable all children to represent our school in inter school competitions; skipping, speed bounce, athletics. • Athlete mentor Visit Aaron Phipps and Jamie Barrow • Improved play-ground equipment and playground markings (October 2021) • After school clubs; paid: karate, football, tag rugby, dance, free: gymnastics and netball • House team tournaments; tag rugby, netball, pentathlon, rounders, athletics. Virtual; skipping, speed bounce • Continue daily mile • Playtime equipment bought for Year Group bubbles	• Forest school to be introduced for all children and CPD for all staff 2021-2022 1 day per week £6,000 • Swimming provision for next year; Y4 to swim 10 sessions, 10 sessions for non-swimmers in Y5 (no swimming this year) • Using koboca to survey children's Physical activity and mental well-being • Support NQT with PE • Survey teachers confidence in using Complete PE • Re introduce Change4life for less active Y3/4 (EC) • Start Shooting Stars with less active Y2/3 (KS) • Introduce an event for our Young Carers

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£6,000**
+ Total amount for this academic year 2020/2021 **£18,985**
= Total to be spent by 31st July 2021 **£24,985**

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 which you can transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2021. Please see note above.	72%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%
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?	No

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: £	Date Updated:	
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:
				%
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:
PE Leader Improve physical activity levels in our most inactive pupils Ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extra-curricular clubs as possible. Daily Mile Active maths and literacy Active playtimes	PE Leader As a school we contribute funding to sustain the Christchurch School Sport Partnership which provides the following opportunities: • Complete PE • Youth Sport Trust Primary Membership • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Dance project and festival • Outdoor activity days • Primary Leadership Academy • Christchurch Sports Awards • Support from Dan Moody for team teaching and training.	£7,738 £2,500	Clubs delivered after school Increase in % of pupils attending extra-curricular Increased % of children achieving 30 mins of PA daily	Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact. Use Christchurch PE Conference to review, evaluate and plan for the next academic year.

New Playground equipment and markings	Develop a team of sports leaders & Bronze Ambassadors through the Christchurch Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway. Quote from Sovereign: 2 sets of roll over bars and play ground markings	£3,000 (estimate)		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
PE Leader Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity.	PE Leader Use Complete PE to support teachers planning of PE lessons. Use data from Koboca Report top requested activities from survey to shape training for teachers to ensure high quality lessons and clubs are provided in activities that interest pupils. Ensure staff are confident to deliver activities requested by pupils. Use Sports Premium where appropriate to provide training. Promote community clubs; football, gymnastics, tennis, athletics, netball, climbing, cheer leading etc		High quality lessons delivered in engaging activities. Happy engaged pupils. Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions. Increase in % of pupils accessing extra-curricular clubs Feedback from pupils from Koboca	

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:
PE Leader Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	PE Leader Use Complete PE Provide opportunities for staff to access CPD opportunities through the Christchurch School Sport Partnership CPD programme. Use specialist coaches and providers for team teaching & staff training to increase the knowledge and confidence of staff in delivering PE. Rippa Rugby coaches employed to teach every child in Key Stage 2, culminating in a House tournament to involve all children. Purchase quality assured resources to support teachers and support staff.	£3,000	- Increased staff knowledge and understanding - All teachers able to confidently plan, teach and assess National Curriculum PE - More confident and competent staff evidenced through feedback and lesson observations - More sustainable workforce including young leaders. - Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Increased range of opportunities - The sharing of best practice with other schools in the Christchurch Learning Partnership. - A more inclusive curriculum which inspires and engages all pupils - Increased capacity and sustainability	Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
PE Leader Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most active pupils as well as the least active. Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school. Curriculum PE equipment	PE Leader Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. Review extra-curricular activities through pupil voice/Bronze Ambassadors/pupil governors Employ sports coaches to provide appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer.	£1,000	Registers from after school clubs Increase in attendance of extra-curricular clubs. Reduction of pupils not meeting 30 minutes physical activity per day	Complete pupil survey every year to allow student voice to influence our extra-curricular sports programme.

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:
PE Leader Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. Increased participation in School Games competitions. Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. Select children who we feel would benefit most from the opportunities available in the Christchurch Partnership events calendar.	PE Leader Engage with School Games Organiser and attend competitions run by the Christchurch School Sport Partnership. Engage more staff/parents/volunteers and young leaders to support attendance at competitions. Use external coaches to run competitions to increase pupils' participation. Identify a set number of competitions/events to provide transport to.		Year on year improvements on the 78% of pupils who have represented their school in competitive sport (virtual this year) Evidence includes - - School Games Mark - Competition/ events calendar - Photos displayed at school and on website - Competition reports School Games Mark achievements highlights the school's engagement in competitions.	Review attendance data and identify children for appropriate opportunities. Continue to monitor % of pupils representing school in competitive sport and allow us to identify those that have not. Continue to attend Christchurch Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.

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