

Evidencing the impact of the Primary PE and sport premium

Please note: the following document was last updated in November 2020 for the 2020/21 academic year. The document will continue to be updated throughout the course of the 2020/21 academic year to identify the impact of the funding and any further actions.

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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 **31st 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"> - 2019/20 allowed us to begin to establish a new vision, policy, scheme of work, and form of assessment to ensure skill progression and confidence. - We had increased the number of children participating in inter-school competitions and festivals, extracurricular activity and, during lockdown, began to introduce virtual competitions. We had also begun intra-school competitions between houses within school and achieved our first two School Games Marks recognising this. - Through accurate use of assessment, focus groups have participated in extracurricular physical activity / sport, competitions with other schools, whilst also trying new sports such as trampolining. 	<ul style="list-style-type: none"> - Continue to establish differentiation to include / stretch children within PE. - Ensure swimming records are accurate and key groups within the sport are targeted. - Prioritise health and fitness in school. - Ensure the PE and sport curriculum are in line with government advice / guidance.

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

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.

Academic Year: September 2020 to March 2021	Total fund carried over: £789.41	Date Updated: November 2020		
<p>What Key indicator(s) are you going to focus on?</p> <p>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</p>				<p>Total Carry Over Funding:</p> <p>£789.41</p>
Intent	Implementation		Impact	Next Steps
<p>Children to prioritise their health and fitness as part of their well-being.</p>	<p>Investment in academic diaries initially for Years 5 & 6 (though following a pilot trial, rolled out to Years 2-4 also). This diary is their health and fitness diary.</p> <p>Following a PE lesson, PA activity or competition, children can write something which they have achieved / learnt in that session; something to keep fit and healthy; any future aims; their times, scores etc.</p>	<p>£300</p>	<p>Intention: Children have increased awareness of the importance of their health and fitness.</p>	<p>Consider moving to a PE and fitness exercise book in the new academic year.</p>

<p>Meeting national curriculum requirements for swimming and water safety.</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>Will be updated Summer Term 2021</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>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 2020.</p>	<p>Will be updated Summer Term 2021</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>Will be updated Summer Term 2021</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Will be updated Summer Term 2021</p>
<p>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?</p>	<p>Please see intention of this in Key Indicator 1.</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.

Academic Year: 2020/21		Total fund allocated: £19, 790		Date Updated: November 2020	
<p>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</p>					Percentage of total allocation:
					TBC%
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 improve the percentage of children that can swim 25m.	Summer term boosters for Year 6.		£1000	Increased percentage of children who can swim 25m.	Lifelong swimmers. Consider other water safety activities, such as water rescue and junior lifeguards for more able students.
Children to prioritise their health and fitness as part of their well-being.	Investment in academic diaries (see 2019/20 surplus section)		2019/20 Surplus	See 2019/20 surplus section	See 2019/20 surplus section
	The investment of an outdoor gym to encourage sustained fitness and physical activity, whilst also increasing the profile of this within the school and allowing students to try new activities.		£8,000-10,000	Intention: Children have increased awareness of the importance of their health and fitness, and are willing to participate in activities which target these areas. Increased engagement in physical activity at lunchtimes and throughout the school day.	Children could develop their own health and fitness plan which utilises their diaries (or exercise books) and use the equipment to achieve their goals / a class challenge.
	In Spring / Summer term, create a Tokyo challenge (TBC) for all year groups – in line with the Summer Olympics which will target increased		£0		

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	fitness and exercise.			
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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:
				TBC %
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:
Physical Education has explicit links with the wider whole school improvement identified by the SIDP.	<p>The use of diaries to target children's writing, in line with the SIDP, as well as the children's well-being and mental health.</p> <p>To encourage clear links within PE lessons with other subjects, such as vocabulary, science etc.</p>	<p>See 2019/20 surplus section</p> <p>£0</p>	<p>See 2019/20 surplus section</p> <p>Intention: Pupils to identify links with other aspects of the curriculum, compared with baseline pupil voice survey.</p>	<p>See 2019/20 surplus section</p> <p>To continue to monitor this. To produce a vocabulary grid for each sport/physical activity taught in PE, and monitor its use against this. To identify the curriculum links between the topics taught by the year group and the PE topic.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				TBC %
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:
Ensure the PE delivered is in line with government requirements.	PE lead to alter curriculum map as necessary, update risk assessments, and email staff regularly with latest developments in the subject.	£500 for resources.	Staff have increased confidence to plan and deliver COVID-friendly PE, which continues to be is progressive and sequenced, building upon prior learning.	Continue to monitor updates and apply this to our school, as required.
Ensure the curriculum is inclusive and stretches for all students.	Through email, CPD T+L sessions etc. reiterate good practice – including lesson objectives, differentiation and assessment. To establish ‘what a good PE lesson looks like’ in line with AfPE’s Outstanding teaching and learning in physical education. Introduce Ipads to PE lessons to support learning and develop a wider range of roles within PE, than purely the ‘sportsman/sportswoman’ role. PE lead to introduce and monitor.		Students to feel challenged, understand what they will be learning, and why they are learning this. Wider roles are developed within the PE lesson: including sports leadership and visual feedback as a learning tool.	Through monitoring and feedback, continue to develop lessons, allowing for students to take on wider roles (such as refereeing/ coaching / leading warm ups etc.).
	To provide a scheme of work which is progressive, sequenced	£654.		

	and differentiated.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				TBC %
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 increase the range of sports delivered at Mulbarton primary. Children experience a broader range of sports and are enthused to join in with different sports.	To re-schedule the Premier sports 6-week Olympic programme targeting sports not delivered at Mulbarton, including fencing, volleyball, archery, curling, table tennis. To increase the 6-week programme so more children can experience a wider variety of sports.	£850 (as at 2019/20 pricing). Allow for £1700 subject to impact of initial 6 week programme.	Intended: Children to experience a wider range of sports. Children enthused by a wider range of sports. Staff to gain CPD for new sports.	Consider contacting local clubs to bring in taster sessions for children, following latest government guidelines. Consider investing in new equipment based on the sports Premier delivers.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				TBC %
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:
Students to continue to participate in competition where possible, in line with latest government guidance.	<p>To re-introduce intra-school competition through termly intra-class tournaments, thus ensuring bubbles are not mixed whilst giving the children the opportunity to compete.</p> <p>To re-develop the house captain role to become whole school sports leaders in leading intra-school events.</p> <p>To re-introduce virtual competitions (also increasing the profile of sport and PE in the wider community - indicator 4).</p>	£500 for staffing cover for CPD costs.	Most children to participate in intra-school competition. Sports leadership roles developed.	Consider continuing to develop our in-school competitions and leadership roles to allow for more frequent competitions (e.g. at lunchtimes, year-group specific competitions as oppose to just whole school etc.).