

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:

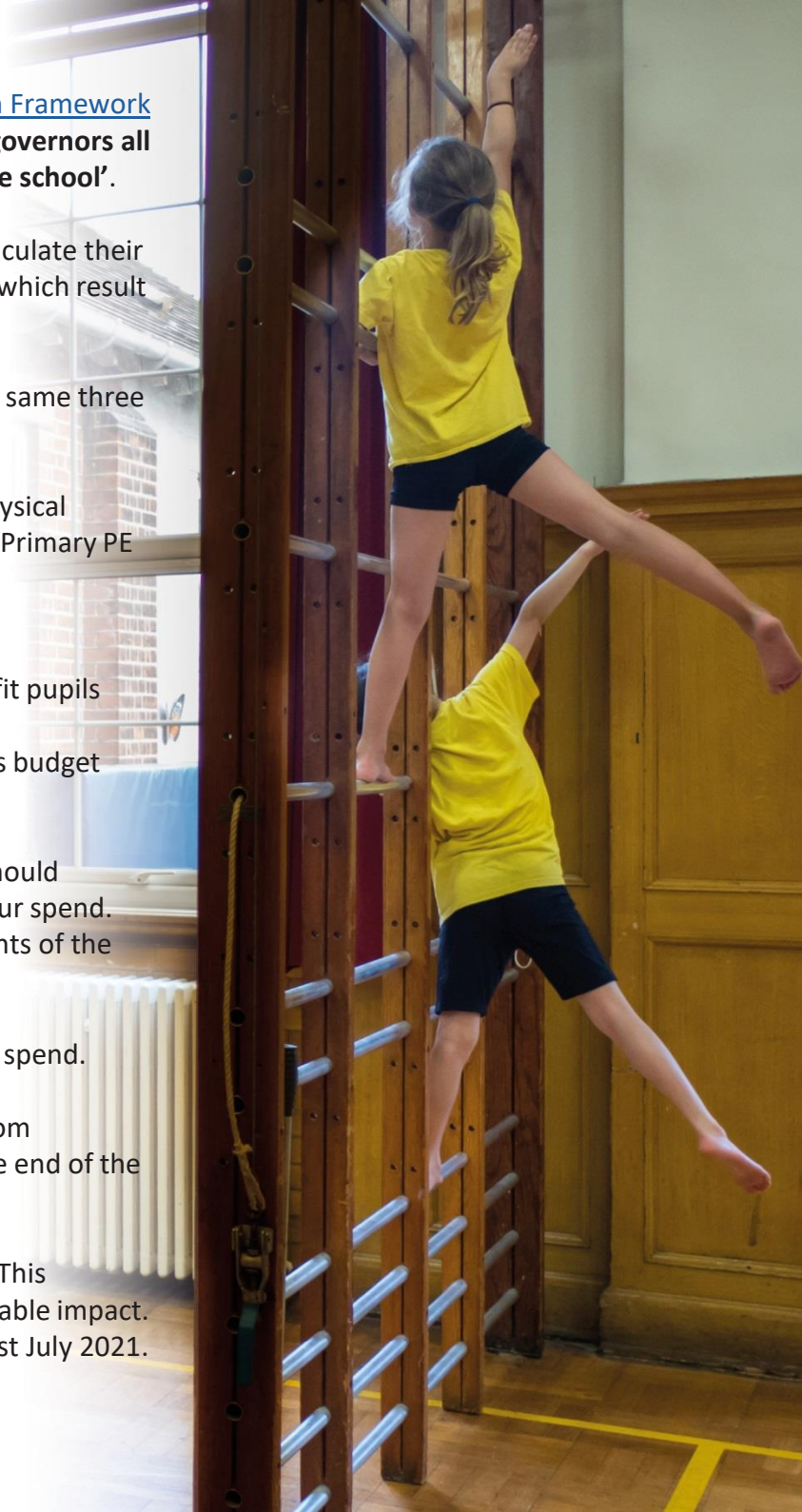
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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:
<p>Sports leadership and mentoring - inter and intra competitive sport coordination (virtual sports week, sports day etc) sports apprentice training to support delivery of school sport, curriculum development, staff CPD.</p> <p>Daily mile all weather track, with weekly opportunities for whole school use.</p> <p>Leicestershire School Sports Partnership and Brockington PE coaching buy-in for a network of competitive sport, collaboration of good practice.</p> <p>Termly virtual sports week competitions</p> <p>School Games Mark</p>	<p>Extra-curricular activities offered</p> <p>Developing the resources for teaching the primary PE curriculum, in line with our curriculum maps.</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: £18,550		Date Updated: August 2021	
<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:
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					55%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>Learning South Leicestershire School Sports Partnership</p>		<p>Coordinate with LSLSSP competitions and initiatives that are being run and to receive up-to-date information.</p> <p>Helpful wellbeing and physical activity resources to be shared with parents and staff.</p>		<p>£2600 (South Leicestershire SSP Membership)</p> <p>School Games certificate for ongoing commitment and achievement in Schools Games programmes during Spring and Autumn terms.</p>	
<p>Sports leadership and mentoring – organising whole school competitions, supporting the sports apprentice and creating virtual sports</p>		<p>Virtual sports weeks organisation</p> <p>Whole school competitions</p>		<p>£6560</p>	

<p>weeks.</p> <p>Sports resources – badminton, goals and trophies for sports day</p> <p>Providing targeted activities or support to involve and encourage the least active.</p>	<p>coordination e.g. sports day</p> <p>Curriculum development</p> <p>Trolley system being developed to maintain the resources within the school to prevent misuse.</p> <p>The school delivered the Girls Active Lifestyles project, where all girls in Year 6 were given a PE goody bag.</p> <p>The school took part in the SLSSP Big Moves project designed for KS1 pupils who lack fundamental movement skills/physical literacy.</p>	<p>£1,041</p>	<p>Photos on school social media and feedback regarding the sports day.</p> <p><u>Big moves</u></p> <p>Week 1 = 77% of the children could perform less than 5 movements</p> <p>Week 6 = 46% of the children could perform 5 movements or more which was an improvement of 23%</p> <p>54% of children had made an improvement by week 6 of the project.</p> <p>The ambassadors perform duties</p>	<p>Development of the department trolley system which is maintained by each individual department, whilst whole school resources are kept under lock and key.</p> <p>A member of staff shadowed the session/access CPD to ensure these activities can be sustained and embedded. The member of staff learnt a lot about delivering sessions to the target group.</p>
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<p>To engage student voice and use students leaders to raise the profile of PE and School Sport.</p>	<p>4 students were trained to become Well-being Ambassadors to support mental health and internet safety in school. The Well-being Ambassadors have been supporting the Sports Ambassadors.</p>		<p>including devising a well-being quiz, where the data gathered was passed onto SLT and the class teachers.</p> <p>The teachers were able to increase opportunities for brain breaks during the morning learning.</p>	<p>The school continues to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice in represented in the school's physical activity offer.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 45%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Sports apprentice to support the delivery of the PE curriculum and team teach to enhance the skills of the class teachers.</p>	<p>Sports apprentice to shadow JVB. To work alongside RHF colleagues with the planning and delivery of the PE curriculum, as well leading initiatives to increase pupil participation in physical activity.</p>	<p>£8349</p>	<p>Questionnaire completed by staff.</p>	<p>JVB to continue running initiatives such as the daily mile, using other members of staff the lead with support.</p>

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:
Learning South Leicestershire School Sports Partnership pack – pupils have access to a range of opportunities/projects to participate in physical activity, targeting less	Coordinate with LSLSSP when the projects will take place at Red Hill Field.	See above	RHF sports calendar	Other RHF members to support the delivery of extra-curricular activities

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:

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