

# 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:

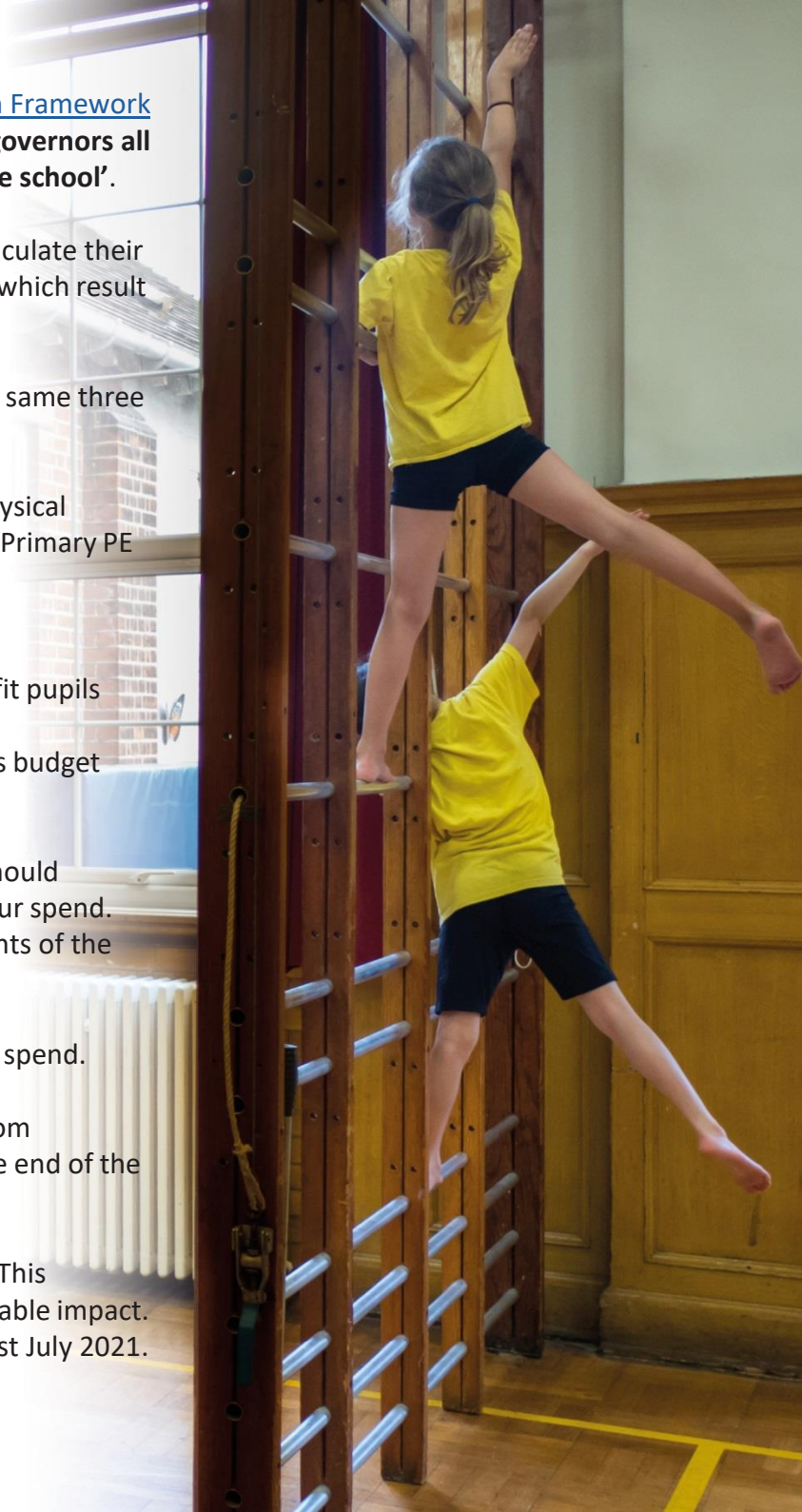
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](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, 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 **31<sup>st</sup> 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>The development of an excellent relationship with Discovery Sport, who provide a high standard of PE and sports coaching to our pupils.</p> <p>Our developing relationship with Discovery Sport has enabled staff, including teaching assistants and trainee teachers, to have the opportunity to observe coaches before putting into practise skills in a mutually supportive atmosphere.</p> <p>We now have a programme of training in place enabling Key Stage 2 pupils to become playground leaders, and 16 pupils from Years 4 and 5 successfully completed the training during the last academic year.</p> <p>The purchase of equipment to improve curriculum, after-school and breaktime provision for all pupils. This has included the fitting of display boards and whiteboards outside to support the teaching of PE.</p> <p>Once again, pupils from St. Mary's were able to participation in a programme of competitive fixtures, tournaments and galas giving them the opportunity to enjoy representing the school. Inevitably, the programme was curtailed early due to the Coronavirus pandemic.</p> <p>Our pupils have been given the opportunity to try a range of non-competitive experiences including orienteering for Year 4, disability sport and a tennis taster sessions for EYFS and Year 1 pupils.</p>	<p>We want to use PE and physical activity to promote the well-being of our pupils.</p> <p>We want to continue to grow our partnership with Discovery Sport, and re-focus our teaching in PE away from a sports-based approach. We aim to engage all of our pupils by offering fun and creative physical activity that develops thinking, social and personal skills and also promote healthy lifestyles.</p> <p>We also aim to work with our coaches to raise the profile of physical activity and sport across the school by offering a programme of lunchtime and after-school clubs. We aim to increase the physical activity of all our pupils by looking for innovative ways of over-coming the barriers imposed by the Coronavirus.</p> <p>Within the limits imposed by the Coronavirus, we want to offer more competitive opportunities for our young people. This will include competition within class bubbles and using our house system. We want to challenge pupils to beat their own record, and supported by the Schools Sport Partnership (SSP) we aim to look into ways in which technology can help us compete virtually with others.</p> <p>Additionally, we want to develop a system of assessment that enables us to identify the progress being made by pupils in PE and highlights those pupils who will need additional support to overcome barriers to their progress.</p>

<p>The 'Daily Mile', a dedicated time of physical activity for all children every day, was successfully introduced.</p> <p>We were able to expand the number and range of after-school clubs that involve physical activity.</p> <p>A programme of lunchtime clubs that involved physical activity and games was introduced.</p> <p>There were regular inter-house competitions.</p> <p>Our pupils loved the opportunity to support Sports Relief, raising money for others whilst being physically-active. This gave everyone's well-being a boost.</p> <p>We were able to support the 'Aldi Kit for Schools' scheme obtaining some equipment that has been put to use in PE lessons and at breaktimes.</p> <p>We were well on the way to achieving the Sports Mark again before the global pandemic stepped-in. However, we were automatically re-accredited with the silver award that we received at the end of the 2018/19 academic year.</p>	<p>To boost the participation for pupils with a special educational need by providing positive experiences to improve their self-confidence.</p> <p>To appoint a group of more-able pupils to be sports ambassadors as a way of further developing their skills.</p> <p>We aim to use our partnership with Discovery Sport to further equip staff to participate and lead in PE with greater confidence.</p> <p>To ensure we have the key equipment and resources needed to support our provision of excellent curriculum and extra-curricular PE.</p> <p>To continue to raise the profile of sport and PE through the website.</p> <p>It is our aim to fulfil the criteria that mean we can once again achieve the silver level of the School Games Mark. This will provide a good base from which to work towards the gold award.</p>
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

**Total amount carried forward from 2019/2020      £0.**  
**+ Total amount for this academic year 2020/2021    £17870.**  
**= Total to be spent by 31st July 2021                £17870.**

<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 which you can transfer to the pool when school swimming restarts.</p> <p><b>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.</b></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> <p>Please see note above.</p>	46%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	46%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	46%
<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>	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: £17870		Date Updated: 2.7.21	
<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:
					36%
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 provide <u>all</u> children with the opportunity to be physically active at school;	Introduce a skills-based approach to the teaching of PE to engage all learners;	£8120	100% of pupils have been introduced to the skills-based approach through PE lessons. They have had the opportunity to discuss the different aspects of their learning in PE which encompasses thinking, social and personal skills and also promotes healthy lifestyles.	Discovery Sport will continue to deliver our curriculum PE in the next academic year. They will build on the skills-based approach pioneered across school this year so that all learners can discuss with increasing fluency the skills and knowledge they have acquired through PE.	
	Offer an after-school physical activity club to each KS2 class;	£3500	100% of KS2, and 33% of KS1 have been offered the opportunity to join a physical activity club after-school. Participation levels in the Summer term vary from 22% to 33% of eligible pupils.	Once Covid restrictions are lifted, 100% of pupils will be able to join one or more after-school clubs. Discovery Sport aim to offer multi-sport clubs to all year groups, and also a sport specific club that changes during the year to prepare pupils to participate in events in the local sporting calendar.	



	Offer a lunchtime physical activity club to each KS2 class;	£2100	100% of KS2 pupils have been offered the opportunity to join a physical activity club at lunchtimes. Participation levels in the Summer term have been very encouraging varying from 33% to 96% of eligible pupils. In Year 3, participation levels increased from 62% in the Autumn to 96% in the Summer, and in Year 4 from 62% to 67%.	Once Covid restrictions are lifted, 100% of pupils will be able to join one or more lunchtime clubs. The activities on offer will be carefully planned to increase participation levels.
	Develop and use our assessment system to equip learners to overcome the barriers to enjoyment and progress in PE;	£8120	At the end of the Autumn and Summer terms, coaches completed an assessment report for class teachers. This was not possible during the Spring term as a result of the school closure. Coaches use these reports to inform their planning for the following term.	Discovery Sport will build on this assessment reporting in the coming year by evaluating the current system and identifying potential improvements by meeting with teaching staff.
	Support learners with a SEN by providing positive experiences to overcome barriers to progress;	£2400	The restrictions in place due to Covid have had a significant impact on the experiences that could be offered. The top-up swimming programme provided an opportunity for 12 from Y6, including 3 with SEN, to become more confident in the water.	Once Covid restrictions are lifted, SEN pupils will be offered a much wider range of positive experiences through our membership of the School Sport Partnership, and this will include disability sport tasters.
	Purchase equipment and resources to be used during breaktimes to increase physical activity;	£1750	Equipment has been purchased to support the provision of high-quality curriculum and extra-curricular sport and PE, as well as encouraging pupils to be more active at playtimes.	The School will continue to ensure appropriate equipment is available across the school to promote high levels of physical activity.

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

				16%
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 offer a high standard of engaging PE, school sport and physical activity that contributes to pupil well-being;	Promote the value of PESSPA through our partnership with Discovery Sport.	£8120	This has been achieved by: 1. The delivery of high-quality curriculum PE that promotes the development of a range of skills; 2. Offering a range of extra-curricular physical activity clubs of a high standard; 3. Working in partnership with Discovery Sport to continue the provision of sport and physical activity in the holidays; 4. Inviting Discovery Sport to contribute to a staff meeting; 5. Promoting our skills-based approach across school and through the website; 6. Recognising how and when our skills-based approach to PE and physical activity can contribute to our well-being.	To develop the partnership with Discovery Sport further by working together to: 1. Make improvements to the curriculum PE offered to pupils; 2. Extend the provision but maintain the quality of extra-curricular physical activity; 3. Facilitate assemblies that promote PESSPA; 4. Inviting their contribution to staff meetings/staff training.
	Offer PESSPA in innovative ways by working in partnership with the Boston School Sport Partnership (SSP);	£2400	These activities have been restricted by the Covid pandemic. However, we have been able to participate in events promoted by the SSP including: 1. The fastest kilometre; 2. Santa Dash; 3. Physical activity tracker;	As Covid restrictions are lifted, we will continue our membership of the SSP and aim to offer 100% of pupils from Years 2 to 6 the opportunity participate in the programme of competitions and development days on offer



				throughout the year;
	To use physical activity in PSHE and well-being activities;		Promoting well-being throughout the curriculum, and in particular in PSHE and PE lessons has been a top priority. The school has used the 'five ways to well-being', focusing on the 'be active' strand to communicate the value of physical activity within school and at home. In Key Stage 1: 70% of pupils said school talked about the five ways to wellbeing all or quite a lot of the time, whilst in Key Stage 2: 68% of pupils said that the five ways to wellbeing help a lot of the time (Data from Pupil survey March 2021).	To continue to promote the five ways to well-being, ensuring that it is fully integrated into the ethos of the school and emphasised through the PSHE and PE curriculum, and pupils are actively encouraged to look after their well-being at home and at school. The aim is for 90% or more pupils to identify that the five ways of wellbeing is talked about a lot of the time, and for 90% or more to recognise that it helps them a lot of the time.
	To appoint Sports ambassadors;	£8120	Four Sports Ambassadors were appointed following an application process. Their role has been curtailed by the Covid restrictions.	Once Covid restrictions are lifted, sports ambassadors will have a much more wide ranging role working with Discovery Sport to promote physical activity and help to organise and facilitate sports events.
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				9%
<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 raise the confidence and skills of staff in the delivery of PE and sport;	To equip staff to confidently deliver PE and physical activities by working in partnership with Discovery Sport;	£8120	In particular, TAs have had the opportunity to work in partnership with coaches from Discovery Sport to develop their skills.	In the next academic year, the partnership can be extended to support teaching staff that are new to the school.
	To use the expertise available through the School Sport Partnership to support staff in the delivery of PE and physical activity;	£2400	This role of the SSP has been restricted by the pandemic but has included providing resources and supporting the subject leader.	The SSP will be able to extend its support role next year by mentoring staff who are new to the school, and helping the newly appointed PE subject leader.

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

30%

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:
Additional achievements: To offer a range of extra-curricular sports and physical activity;	Offer a broad range of physical activity throughout the year through after-school clubs;	£3500	100% of KS2, and 33% of KS1 have been offered the opportunity to join a physical activity club after-school. Participation levels in the Summer term have varied from 22% to 33% of eligible pupils.	Once Covid restrictions are lifted, 100% of pupils will be able to join one or more after-school clubs. Discovery Sport aim to offer multi-sport clubs to all year groups, and also a sport specific club that changes during the year to prepare pupils to participate in events in the local sporting calendar.
To offer a greater range of non-competitive sports experiences;	Offer a broad range of physical activity throughout the year through lunchtime clubs;	£2100	100% of KS2 pupils have been offered the opportunity to join a physical activity club at lunchtimes. Participation levels in the Summer term have been very encouraging varying from 33% to	Once Covid restrictions are lifted, 100% of pupils will be able to join one or more lunchtime clubs. The activities on offer will be carefully planned to increase

			96% of eligible pupils. In Year 3, participation levels increased from 62% in the Autumn to 96% in the Summer, and in Year 4 from 62% to 67%.	participation levels.
	Provide a greater diversity of games and activities in PE lessons;	£8120	Discovery Sport have provided a rich and diverse programme of activities. These have included: 1. Cognitive learning games; 2. Invasion games such as 'Capture the Flag'; 3. Striking and fielding games including rounders; 4. Ball control; 5. Sports education promoting teamwork and problem solving. In addition the school has hosted a cricket taster day for pupils from Years 1 - 6.	Discovery Sport will continue to offer the rich and diverse programme of activities and games used in PE lessons this year. Working with the subject leader, they will look for opportunities to expand the programme and differentiate to meet the identified needs of higher-ability and less confident learners.
	Facilitate additional sport and PE experiences through membership of the SSP;	£2400	These activities have been restricted by the Covid pandemic. However, we have been able to participate in events promoted by the SSP including: 1. The fastest kilometre; 2. Santa Dash; 3. Physical activity tracker.	As Covid restrictions are lifted, we will continue our membership of the SSP and as a result offer: 1. Playground Leader training to up to 20 Year 4/5 pupils; 2. Orienteering activities for up to 45 pupils from Key Stage 2; 3. Disability Sport taster sessions for all pupils with a SEND;
To ensure a greater diversity of sports and related activities is well resourced;	Purchase the equipment and resources needed.	£1750	Equipment has been purchased to support the provision of high-quality curriculum and extra-curricular sport and PE, as well as encouraging pupils to be more	The School will continue to ensure appropriate equipment is available across the school to promote high levels of physical activity.

			active at playtimes.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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 work with the SSP to look for innovative ways in which to compete with others;	£2400	These activities have been restricted by the Covid pandemic. However, we have been able to participate in events promoted by the SSP including: 1. The fastest kilometre; 2. Santa Dash; 3. Physical activity tracker;	As Covid restrictions are lifted, we will continue our membership of the SSP and aim to offer 100% of pupils from Years 2 to 6 the opportunity participate in the programme of competitions and development days on offer throughout the year.
To achieve the silver level of the School Games Mark;	To increase the level of intra-school and intra-class competition.	£8120	Due to the pandemic, the School has been automatically re-awarded the Silver Games Mark. However, in preparation of re-applying in the future, a programme of intra-school physical activity through house competitions, and also intra-class competition in PE lessons has been introduced from March 2021.	To audit the revised criteria for achieving the school games marks, and devise an action plan in conjunction with Discovery Sport to ensure the school can once again meet the requirements throughout the year to be re-accredited with the Silver level and begin to work towards achieving the gold award.

Signed off by	
Head Teacher:	L. Gleed-Thornley
Date:	19.7.21

Subject Leader:	Jonathan Cooper
Date:	7.7.21
Governor:	
Date:	