

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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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](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 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:
<p>KI1</p> <ul style="list-style-type: none"> - All students given 60 minutes of physical activity through constructive lunchtimes activities and whole-school morning movement activities. <p>KI2</p> <ul style="list-style-type: none"> - Trust employed PE specialise to lead subject within the school. - Profile of PE raised across the school through a wide range of curricular opportunities and extra-curricular clubs for all students. - Use of video analysis in line with whole school improvement plan. <p>KI3</p> <ul style="list-style-type: none"> - CPD has been provided for all teaching staff and has improved staff confidence of delivering a range of PE activities. <p>KI4</p> <ul style="list-style-type: none"> - New PE curriculum has been rolled out, which includes a greater range of sports and activities, increasing the opportunity for students. - Wide variety of extra-curricular opportunities available for all students to widen their experiences. - Whole-school community day to provide wider variety of activities. <p>KI5</p> <p>Despite difficulties surrounding COVID-19 restrictions, all students in KS1 & 2 have taken part in a competitive virtual festival against other schools.</p>	<ul style="list-style-type: none"> - Additional festivals for KS1, KS2 and EYFS (COVID permitting). This will allow all students in the school to take part in competitive activity (KI 5). <i>These festivals were planned but could not take place due to COVID-19.</i> - Wider opportunities for student to take part in outdoor and adventurous activities/gain experiences outside of the school in areas which aren't covered in the PE curriculum e.g. rock climbing, sailing etc.

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 March 2021.

Sports Premium Carry-Over

Academic Year: September 2020 to March 2021		Total fund carried over: £2000		Date Updated: 26/03/2021	
What Key indicator(s) are you going to focus on? KI1, 2 and 4.					Total Carry Over Funding: £2000
Intent	Implementation		Impact		
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:	
KI1 & KI2	Central PE staffing costs	£1500	Trust PE staff implemented a variety of online and school based learning for students during school closures. This included live morning PE lessons every day and weekly recorded lessons.	Staff continuing to work for the trust and provide staff across the Link Academy Trust with resources, ideas and training in how to deliver high quality PE.	
KI4 - Give students a wide range of high-quality physical activities.	Resources purchased to allow greater breadth of activities taught within the PE curriculum.	£500	Students experience a greater number of new activities in curriculum PE and extra-curricular clubs. These activities have specialised equipment which has improved the quality of student's learning.	Purchased by the school and new activities have formed part of the new school PE curriculum, which is more varied than previous years.	

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.	
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.	% N/A as swimming provision has been effected by COVID-19 restrictions.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% N/A as swimming provision has been effected by COVID-19 restrictions.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% N/A as swimming provision has been effected by COVID-19 restrictions.
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: £16,970	Date Updated: 20/06/2021	
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:
				0%
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:
Engage all students in daily active playtimes.	A new Sports Leaders programme has started, with KS2 students leading activities for all students during PE lessons and play times.	No cost	All students know how to access and safely use play equipment. Sports leaders have learnt how to arrange safe activities for younger students to promote physical activity.	Yearly programme will continue to run into next academic year. Equipment purchased remains in school for active playtimes.
All students participate in 2 hours of high- quality PE every week.	Academy trust PE lead employed to deliver 1 hour of PE and provide additional training for class teachers and TA's to upskill, subsequently leading to better lessons.	Central cost (see K13 for figure)	Students have had at least 2 hours every week, following a broad PE curriculum. This has allowed all students to keep active and also make progress in their physical literacy.	PE teacher employed on permanent contract so will continue to deliver high quality PE and training for staff.
Increase number of extracurricular activities available for students	All age groups have access to at least 1 extracurricular activity per week, allowing an increased amount of physical activity. Use of providers has allowed this to increase.	No cost	We have seen an increase in the number of students attending since schools re-opened. TA delivers club 2 x per week – their additional time has been covered by funding.	Agreements in place for next academic year and funding will allow these to continue.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				35%
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:
Specialist PE staff to raise profile of PE and school sport to drive forward improvement in the subject and whole school community.	The school has employed a specialist PE teacher.	See KI3	All students have a high-quality PE lesson from a specialist teacher. Impact of PE specialist has meant that PE is a valuable part of the curriculum and there is greater enthusiasm for the subject . Staff have access to regular CPD to improve their delivery of quality PE.	PE teacher employed on a permanent contract to continue developing staff competence.
Promote PE as an important aspect of the curriculum through celebration of students achievements.	Social media regularly updated to demonstrate how PE is an important part of the school curriculum. Sport Star of the Week certificates given to students to increase the profile within school.	No cost	Students are aware of their learning and achievements in PE through seeing this on the notice board and social media. Social media has been a real driving force to show the parents and wider community how important PE is to our school.	Part of role of Academy PE lead. PE lead employed to ensure this benefit is sustained.
Use PE as a driver for improvements in student learning.	New PE curriculum and planning rolled out to give staff the tools to improve the quality of teaching and learning through sport and physical activity.	No cost	Increased excitement across the school and a driving focus on togetherness and success.	Curriculum in place for all key stages and will be used for future years.
Increase sense of community through participation in PE events.	KS1 + 2 students have participated in trust-wide virtual festivals.	No cost	Improved quality of PE lessons and amount of sport/physical activity taking place across the school. Improved profile of PE lessons due to the access to specialist equipment.	Additional steps: increased number of events next year post-covid-19.

Increase students excitement of PE lessons through specialist resources.	Purchase of specific PE equipment for each activity included in the PE curriculum.	EYFS = £1000 KS1 + 2 = £2000		Equipment stored effectively in school and will be used in future years.
Develop PE in line with whole-school improvement plan - Give students access to greater ICT and video analysis opportunity to develop their learning.	Purchase of ICT resources to use for PE lessons.	£3000	Going forward iPads/ICT resources will be used in PE to give students greater understanding of skills and techniques, improving their learning in both PE and computer literacy.	Use of technology in PE will be a continual focus across the school as part of the whole-school improvement plan.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				53%
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:
Regular professional development for all teaching staff, promoting higher quality teaching of PE.	Employed school PE teacher to deliver regular training for staff. Class teachers work with PE specialist to assess students and have regular feedback about their own delivery of PE.	£8984	All staff have received regular CPD from PE specialist. Teaching staff are now more confident delivering the wide variety of activities included within the PE curriculum.	PE teacher employed on a permanent contract to continue developing staff competence.
Online teacher training tennis course.	LTA tennis course offered to all staff	No cost	Staff have an increased subject knowledge of tennis and are equipped with the skills to deliver high quality tennis lessons.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Successful second year of PE curriculum.	The second year of the new PE curriculum has been a success.	No cost	Within the new PE curriculum, students enjoy a broader range of sports and physical activities – 20 different sports in total over the 2-year cycle.	Curriculum embedded within school PE planning.
Develop leadership opportunities for students in KS2.	Set up a new Sports Leaders Programme for KS2 students.	£200	KS2 students have successfully began the sports leaders programme, which has had an impact on younger students across the school. This has also given KS2 students their first step towards leadership for life as well as improving your interpersonal skills, both of which will help with transition into secondary school.	Yearly programme
When restrictions allow, use specialist providers to offer students exciting activities.	Whole-school community day planned for the end of June. Activities: Rugby with Exeter Chiefs, Archery, fencing, dance, football.	£700	All students took part in a range of new and exciting experiences from specialist providers.	Links made with external providers so they can offer further events like this in the future.
Mental Health resource delivered to all pupils to broaden their understanding of how mental and physical health are important.	Order a resource which staff can deliver to all students.	£675	All students have benefitted from understanding more about mental health and ways in which they can improve this.	Resource cost planned into next years sports premium.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0 %
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:
Offer students trust-wide competitions.	Students in KS2 have competed in virtual festivals against schools within our Academy Trust: Gymnastics, frisbee, handball and athletics.	No cost	Students have enjoyed the festivals and developed their sportsmanship and teamwork through these events.	<p>Festival dates in place for next year.</p> <p>Next steps: post-covid-19, students to hopefully attend face-to-face events with other schools.</p> <p>The usual Link Academy Trust events have been impacted hugely by Covid-19 this year, but planning is in place for next year to further improve this area.</p>

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