

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
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](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 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 2020** 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 2020. 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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Minimum of 45 mins physical activity each day – playpod and better resources at playtime plus daily mile (see below)</li> <li>• Daily mile – 4/5 of the children</li> <li>• Sports leadership</li> <li>• Forest School across all classes</li> </ul>	<ul style="list-style-type: none"> <li>○ Intra-school competition</li> <li>○ All classes to undertake daily mile</li> <li>○ Additional/alternative after school clubs introduced</li> <li>○ Actions taken as a result of pupil voice</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020.	100% 20/20
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80% 16/20
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80% 16/24
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?	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: £17, 108	Date Updated: 16.7.21	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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:
All pupils engage with regular physical activity either through use of Playpod	Termly refilling of Playpod to ensure that children have a range of activities Improved resources at playtime	£700 £303	Pupil voice indicates that all children enjoy Playpod	Friends of Baydon School to fundraise for Playpod re-stocking
KS1 have an additional 15 mins of exercise each day	Introduction of Daily Mile to years 1 and 2	None	Pupil voice indicates that children enjoy daily mile	Embedded as children move through school
Year 2/4/5/6 have additional 15 mins daily	Embed daily mile	None	As above	
Use of Forest School/outdoor learning	Staff time Resources for sessions	£7924 £951	Pupil voice indicates that children enjoy and value opportunity for physical exercise in the forest/Photos	Forest School provision is continued in KS2

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:
Profile of PE both within and outside school raised through celebration of PE at Celebration	All children who attend a PE tournament are given a certificate at Celebration Worship All children who achieve something PE-related are given an opportunity to talk about it in Celebration Worship Photos taken and displayed Trophies	None	Pupil voice indicates that children enjoy PE Limited to in school PE this year as a result of COVID-19	Dedicated PE board to have higher profile
Children physically active in lessons	Outdoor learning used as much as possible – particularly during COVID-19 re-opening	None	Photos Pupil voice	Use of paddock, outdoor learning to be continue to be encouraged through curriculum
PE a critical part of each day for our key worker and vulnerable children class during 'closure'	Delivered through school staff	None	Pupil voice and actions – all children engaged in regular physical activity during lockdown	n/a unless school 'closed' again
PE an important part of lockdown learning for children at home	Through ClassDojo	None		

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:
Upskill staff to improve teaching and learning of PE for all children	HLTA – qualified PE Coach – works with two teachers each week to improve their knowledge and skills of teaching PE	£8541	Teacher voice	Teachers knowledge and skills increased so HLTA works with different teachers following year
Staff have access to better resources for PE	PE Scheme of work purchased Better resources for PE purchased	£129 £303	Teacher voice	
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:
Additional achievements:				To continue next year as COVID-19 school closure prevented all children from experiencing some of these opportunities
Additional after school clubs introduced	No clubs as a result of COVID-19	None		
Year 6 children act as Sports Leaders	Year 6 children trained as Sports Leaders for KS2 competitions	None	Pupil voice Parental comments Photo book	
				Additional sports experiences with external company



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:
All children in KS2 given an opportunity to participate in competitive sport and all children engage in competitive sport during year	As a result of COVID-19, children not able to compete in inter-school tournaments  However, all children able to participate in socially-distanced intra-school Sports Day	n/a  None	All inter-school opportunities cancelled as a result of COVID-19  20 year 6s trained as Sports Leaders  115 children attended competitive Sports Day	New Year 6s given opportunity to train as sports leaders All children continue to have opportunity to attend sports festival Inter-school competitions re-started post COVID-19 Intra-school house tournaments across both key stages

Signed off by	
Head Teacher:	Caroline Knighton
Date:	16.7.21
Subject Leader:	Yvette Wigglesworth
Date:	16.7.21
Governor:	Peter Joddrell
Date:	16.7.21