

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020



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](#) 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 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>Our Sports Coach has been working alongside every class teacher from EYFS to Year 6 to co-teach a range of sports within PE lessons. One of the main focuses we have had this year, has been on teacher's knowledge and confidence in delivering high standard gymnastic lessons. This has been achieved by the PE lead providing high quality planning and resources to the teachers and Sports Coach to deliver the lessons across the whole school. This will continue into next year (when equipment can be introduced again), so we can begin to look at progression and assessment within the skills and techniques being taught, and allow teachers to take more control over the sessions. Teachers have also been able to deliver high quality football lessons, from the CPD they have received from the Sports Coach along with planning and resources. PE lead has discussed how these lessons have worked, and teachers have felt confident in teaching, where they have been able to utilise the games in other sports (for example, hockey). We have also offered a wider range of lunchtime and afterschool clubs; football, netball, tag-rugby, running, swimming, girls football, athletics, African dancing, table tennis, dance and gymnastics. This has stemmed from more teachers taking part and supporting extra-curricular sports clubs from their increase in confidence and passion for sport. We have continued to increase the participation for vulnerable children and those with SEND in all sports; where our SEND specialist has attended a variety of activities with selected children across all ages (sailing, climbing, multi-skills); this has allowed children, who would not normally get selected for teams, participate in competitive sports against other schools.</p> <p>In February, we ran a successful Healthy ME Week, where the whole school participated in a range of sporting activities and lessons linked to health and well-being; we had a range of outside clubs come in to support us (badminton, AFC Bournemouth, archery, yoga).</p> <p>Our Bronze Ambassadors have also worked extremely hard this year to raise the profile of sport, especially across KS2. They have created and led Project Platinum, where they have been working with children during break times to develop and assess their skills across a range of techniques; this has resulted in children having at least 30 minutes of activity a day, a range of activities during break times and less First Aid issues. Children of all ages and ability, including the lesser engaged children, have been inspired to take part in more physical exercise for fun and to try and challenge themselves to achieve platinum. The quality of children's physical education in the EYFS and KS1 has increased by ensuring staff are competent and confident; our Sports Coach has worked with EYFS to create specific planning linked to the Early Learning Goals.</p> <p>However from March, PE looked different across and outside of LMPS. With Lockdown, we introduced a biweekly competition where children could compete at home with their siblings and parents. This carried on throughout June, when some children came back to school. Parents emailed in results and pictures of children completing the events. We also completed a Virtual Sports Week, where children in school and outside of school competed in event to achieve Platinum in their own personal challenges. This was a success and it will be something we look into for our future Sports Days. In school, each POD had specific sport which they completed for the week (we had 2 PE slots daily) where teachers were provided with socially distanced PE planning and enough equipment for one each. There was also training sessions for teachers, TAs and lunchtime supervisors on how to play socially distanced games with the children throughout the day.</p> <p>Overall, it has been a great year for PE where we have been working towards Platinum in the School Games Award, however we were awarded with Gold during these unprecedented times. With the funding leftover from this year, we have allocated it to be spent on purchasing extra equipment where children can have their own, and so they are still able to access a range of sports. This will also be spent on SEND provisions, where a catch up program will be designed for those vulnerable and SEND children who may have missed out on</p>	<ul style="list-style-type: none"> <li>➤ To work with members of staff (HLTAs) to train them to become Level 2 Sports Coaches, so they are confident in delivering high quality PE lessons</li> <li>➤ To develop our Sports Coach CPD in working with teachers in developing their PE delivery</li> <li>➤ To run intra competitions within the school to engage children within their fitness and develop a competition element</li> <li>➤ To increase the opportunities for the whole school to take part in school competitions and events</li> <li>➤ To identify inactive children across the school and provide them increased opportunities to participate and close the gap in a range of skills</li> <li>➤ To provide targeted interventions for PE for vulnerable and SEND children to increase confidence and academic outcomes, particularly in KS1</li> <li>➤ To train Bronze Ambassadors to raise the profile of sports and activities throughout the school.</li> <li>➤ To use Bronze Ambassadors to coach other children to improve skills in particular games</li> <li>➤ To provide high quality planning and resources for all members of staff (teacher, TAs, lunchtime supervisors) to support them in delivering high quality PE</li> <li>➤ To Improve quality of children's physical</li> </ul>

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opportunities during lockdown; a catch up program will also be created for those identified during the Autumn term.

- education in the EYFS, KS1 and KS2 ensuring staff are competent and confident across a range of sports, with catch up skills and techniques
- To improve beach awareness and water safety for children.
  - To ensure our Y6 pupils leave LMPS with clear water safety awareness in a range of situations.
  - To offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.
  - Increase links with local clubs to continue sporting activity

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES - £3,560

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.

<b>Academic Year:</b> September 2020 to March 2021		<b>Total fund carried over:</b> £3,560		<b>Date Updated:</b> 7.7.21	
What Key indicator(s) are you going to focus on? 3, 5					Total Carry Over Funding: £2,999
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?
<b>To become a member of Youth Sport Trust to access a wide range of resources to utilise across the school</b>  <i>Key Indicator 3</i>		Apply for membership via link obtained at PE conference  PE Lead and Sports Coach to look through and identify beneficial resources and CPD opportunities		£210	Access to a wide range of resources, programs, CPD and networking opportunities to member schools to help all us to provide the very best start to physical literacy, preparing children for secondary school (UK2)  Membership will allow a greater impact using PE, physical activity and school sport to help the school meet the government guidelines of 30 minutes active a day
<b>To work with members of staff (HLTAs) to train them to become Level 2 Sports Coaches, so they are confident in delivering high quality PE lessons</b>  <b>To develop our Sports Coach CPD in working with teachers in developing their PE delivery</b>  <i>Key Indicator 3</i>		Utilise staff already known to a number of children to deliver sporting activities; once HLTAs have been trained, they can deliver other ASCs and lunchtime clubs, especially in EYFS and KS1  KN to attend a course – L3 PESS		L2 multi-skills course for AS/KN £400  Cover £225  £400	In an effort to expose the children to new sports and activities, children can be provided with qualified sports coaches to further broaden the sports experience for all pupils  We will be using HLTAs that want to deliver PE lessons, therefore these will be delivered to a high standard, especially when their confidence and skills have increased from courses  After KN has attended course, he will be able to work with teachers to maintain teaching confidence and quality. Local club links maintained.
<b>To run intra competitions within the school to engage children within their fitness and develop a competition element</b> - Intra competitions (Fitness Tracker) - Personal Challenges (Project Platinum)		Meet with the Bronze Ambassadors and discuss what competitions we can hold within the school; further on in the year, discuss how we could introduce these to other schools where we can compete with each other without having to travel/ mix		£900  ½ hour meetings with Bronze Ambassadors	Fitness tracker program in place to encourage active playtimes and fitness across the school  Children developing a sense of completion against each other to gain points for their houses. Pupils are proud to be involved with an increased confidence across the school as PE being recognised
<b>AS/ KN now hold Level 2 Multi Skills qualification, therefore AS will be able to deliver high standards of PE across the school.</b>  <b>KN is continuing to support teachers with their CPD</b>					<b>Children were engaged with their PE and fitness when they returned to school in September.</b>  <b>We were able to continue with this when the children returned from the second lockdown, as we pre-assessed their fitness, and</b>

<p>Key Indicator 5</p>	<p>Use carried over funding to purchase pedometers for children to use. To launch competition through virtual a virtual assembly</p> <p>During PE lessons, Sports Coach to run fitness challenges where they can compete against others on their improvement</p>	<p>£150 NC time</p> <p>KN £600</p>	<p>across the curriculum</p>	<p>developed a programme to support the, with getting back to it. This has allowed children to get back to their levels of fitness from before lockdown</p>
<p><b>To increase the opportunities for the whole school to take part in school competitions and events</b></p> <p>Modified sports day to include all children in a fun day focused on sport and physical activity.</p> <p>Key Indicator 5</p>	<p>The school to host an event for the whole school to take part in (Sports Day)</p> <p>Design a day that includes maximum activity for all in school</p> <p>EYFS/ KS1 to have theirs separately from KS2</p>	<p>NC time = £75</p> <p>£400.00</p> <p>S/ Coach = £90</p> <p>KN = £110</p>	<p>EYFS/ KS1 children having an earlier involvement in sport events will increase the interest for when children reach KS2 and inspire the children to attend more extra-curricular activities at present time</p> <p>KS2 to have the opportunity to compete competitively against others in their year group</p> <p>Enjoyable day with lots of teamwork and competition.</p> <p>Raised the profile of PE across school and hopefully has inspired students who previously had a negative opinion about competitive sport.</p>	<p>The day was a great success, where the whole school were able to participate in competitive sport</p> <p>They were awarded points for their Houses, and a trophy was awarded at the end of the day to the House with the most points; this provided them with the opportunity to celebrate and share their experiences</p> <p>Repeat next academic year.</p>

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? <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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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?	<b>Yes</b> ✓ Swim Safe Day – Yr6

## 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: £19,071		Date Updated: 20/7/21	
<p><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</p>					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:	
<p><b>To identify inactive children across the school and provide them increased opportunities to participate and close the gap in a range of skills</b></p>	<p>PE Lead and Sports Coach to assess fitness on return from Lockdown across the school to identify those that need further support</p> <p>PE Lead to create an assessment tracker for children to baseline their fitness, and then use again once they have completed their fitness</p> <p>Extra PE sessions during the week to run for these selected children to develop fitness and close the gaps on missed skills</p>	KN £800	<p>Those identified children will have extra opportunities to increase their health and fitness through specifically designed programs within their lessons</p> <p>Health and fitness increases across the school</p>	<p>To continue into next year, as children engaged with their fitness levels, and were keen to improve from their baseline</p> <p>NEXT STEPS – PE lead to create an assessment document which can be used across the school, within PE lessons with the sports coach</p> <p>On return in September, fitness aspects to be included within PE lessons, to ensure this is continued</p>	
<p><b>To provide targeted interventions for PE for vulnerable and SEND children to increase confidence and academic outcomes, particularly in KS1</b></p>	<p>Specialist Sports Coach to be timetabled 1 morning each week in EYFS, to focus on PD &amp; ensure early intervention has clear impact.</p> <p>Staff trained in essential information and practical ideas on meeting the needs of children with motor co-ordination difficulties.</p> <p>To purchase extra PE equipment specifically created for SEND children to aid them in developing their skills (ie. Larger balls, sensory)</p>	KN £2,240  £200	<p>Uplift across the school in our P.E. assessment data</p> <p>Children can access the lesson using appropriate equipment for their learning. Staff deliver more effective lessons.</p> <p>Behaviour, focus and attainment of identified SEND and vulnerable children will improve, alongside their health and fitness</p> <p>Participation data suggests a greater</p>	<p>Aim to retain the amount of children being supported within PE through interventions and extra support</p> <p>Bronze Ambassadors to run and support daily workout activities which are embedded into their daily school day</p> <p>Extra equipment which has been purchased, has allowed children to access a range of skills and techniques, which is further developing their technique to access PE at their age related expectation</p>	

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			range of children are participating in activities Clear programme in school embedded, supporting pupils and teachers.  SENDCO & Inclusion leader to work closely with teachers to identify the lowest 20% of pupils for rapid intervention.	Continue to improve equipment and ensure class set for each part of the curriculum. Equipment also to support extra-curricular sporting clubs.
<b>Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<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:
<b>To train Bronze Ambassadors to raise the profile of sports and activities throughout the school.</b>  <b>To use Bronze Ambassadors to coach other children to improve skills in particular games</b>	Increase confidence in children leading sporting activities through a training day led by PE Lead and PE Coach (in school due to COVID)  Children to work towards a leadership qualification  Increase participation of physical activity during PE lessons  Increased fitness levels across the school	SW/ KN lead session with SGO  SW £150 cover KN £44	More children across the school will be able to participate in a variety of sports  Bronze Ambassadors will be able to lead activities/ warm ups in sessions  Children will be able to talk about what they have taken part in and what impact it has had on them  The profile of Bronze Ambassadors will be raised, so we can look at training more children throughout the year	Bronze Ambassadors have been key within PE lessons (in Years 5 and 6), through leading warm up and setting up basic games  This will need to be further developed next when restrictions lift and Bronze Ambassadors will be able to work with children across the school

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:
<b>To provide high quality planning and resources for all members of staff (teacher, TAs, lunchtime supervisors) to support them in delivering high quality PE</b>	<p>Teachers to have specifically planned lessons based on catch up skills and lessons where children are able to have their own equipment.</p> <ul style="list-style-type: none"> <li>- KS2 to have a rota of sports for a few weeks to recap and develop skills which can be used across a wide range of sports</li> <li>- KS1 to develop skills which can be used across a wide range of sports linked to Early Years Learning Goals to plug any gaps which may have developed</li> </ul> <p>Resources to be provided along with planning (cards) to support teachers while they are delivering their sessions to support them. These will include key questions and areas for development</p> <p>Training session with the lunchtime supervisors and TAs to introduce them to socially distanced playground games which they can lead during breaks and lunchtimes</p>	<p>KN £1,000</p> <p>£300 on equipment</p>	<p>Children taking part in PE lessons and break times will be well resourced and planned, with teachers TAs and lunchtime supervisors being confident in what they are delivering</p> <p>Children will make accelerated progress in all of their PE skills and techniques – when other sports are allowed to be played (netball, rugby etc) they will be able to use the skills they have learnt within these sports; teachers to make explicit links between them (this will be detailed in planning)</p> <p>Improved fitness of children</p> <p>Less first aid issues during breaks and lunchtime. Children will be able to play games which are led by adults</p>	<p>All staff members (teachers, TAs and lunchtime supervisors) have been confident in delivering and running activities to support the children in recapping and teamwork</p> <p>Continuous development of pedagogical knowledge for all PE staff across the school</p> <p>There is clear progress within PE lessons where each year group will recap previous learning and further extend as the years progress</p> <p>NEXT STEP – To continue to provide detailed planning, especially due to the introduction of teaching invasion games</p> <p>NEXT STEP – To explore how this can further support children with SEND</p>

<p><b>To Improve quality of children's physical education in the EYFS, KS1 and KS2 ensuring staff are competent and confident across a range of sports, with catch up skills and techniques</b></p>	<p>Continue staff CPD. Split PE role across KS1 and KS2 to enable greater support with differentiation and fine tuning of planning, particularly for those children in EYFS (early intervention), vulnerable children and those with SEND.</p> <p>PE plans will continue to be monitored, with a clearer focus on intent and implementation, with catch up skills and techniques included</p> <p>Sports Coach to provide enhanced CPD, weekly for HLTAs, SENDCO, EYFS &amp; KS1 staff. PE lead, EYFS and KS1 teachers to discuss positive outcomes and what areas there are for development.</p> <p>Teacher questionnaire to be completed at the end of the year to see what could be looked at next year.</p>	<p>£6,240.00 KN</p>	<p>Whole staff attend CPD which will result in increased confidence and improved teaching and learning</p> <p>Focus of lessons are child centred and as a result pupils are engaged and are keen to learn and improve</p> <p>As a result pupils made good or better progress both in lessons and over time (see teachers' planning and assessment records)</p> <p>At the end of KS1, 'drop off' tracked from EYFS PD baseline; interventions to run for children that have fallen behind</p>	<p>Fitness has been improved across the school, with children participating in PE lessons – this to be continued and expanded on in September with a new curriculum</p> <p>Teachers are confident with what they are teaching within their PE lessons (especially after CPD with sports coach)</p> <p>Less first aid issues during breaks and play times</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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><b>To improve beach awareness and water safety for children.</b></p> <p><b>To ensure our Y6 pupils leave LMPS with clear water safety awareness in a range of situations.</b></p> <p><b>To offer a wider range of activities both</b></p>	<p>Year 6 children to attend beach safety awareness course with Swim Safe during the Summer Term, where they can explore a range of beach and water activities</p> <p>During day, children will get to climb, use a cave and paddle board</p> <p>School to ensure Swim Safety is experienced in the swimming pool and</p>	<p>£275 coach</p> <p>£1600 (half was funded by parents)</p> <p>£220.00 KN</p> <p>AS/ CD cover - £300</p>	<p>Increased confidence and knowledge about water safety in a variety of environments.</p> <p>Increased % of pupils achieving this compared to last year's Yr6 cohort</p> <p>Children having a broader experience of sports and activities, which was offered to all</p>	<p>Year 6 children to attend beach safety awareness course with Swim Safe during Summer Term.</p> <p>Continue water safety CPD with staff.</p> <p>Continue;</p> <ul style="list-style-type: none"> <li>lifeguard to come and run workshop with children about water safety.</li> </ul>

<p>within and outside the curriculum in order to get more pupils involved.</p>	<p>sea</p>			<ul style="list-style-type: none"> <li>Swim Safety sessions to be built into Yr3 and Yr5 Swimming lessons.</li> </ul> <p>School to ensure Swim Safety is experienced in the swimming pool and sea.</p>
<p>To offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p>	<p>Year 4 to have an adventure day, as they missed out on their main trip; to include, orienteering, rock climbing, caving, team building</p> <p>Involve external coaches to work with staff for the day</p>	<p>£550 for the day's activities from South Coast Adventures</p> <p>KN - £110 Cover - £175</p>	<p>Increased confidence and knowledge of a wider range of sports</p> <p>Increased % of pupils participating in a wider curriculum</p> <p>Children having a broader experience of sports and activities, which was offered to all in the year group</p>	<p>Quality of PE raised for the significant needs group (30% of year group are SEND)</p> <p>Challenges set that can replicated in school.</p>

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:
Increase links with local clubs to continue sporting activity	Promote attendance at local clubs in the community  Strengthen links with local clubs and run taster sessions each term and signpost via the website		Maintenance of celebrations wall and listening to pupil's voice will form part of the strategy to ensure physical activity remains prominent within the school. Next Steps - include approaching other local clubs to visit for taster sessions	<ul style="list-style-type: none"> <li>- Unable to complete due to COVID restrictions.</li> <li>- Any local sporting offers were sent out to families via our Parent Mail for school holiday clubs</li> <li>- Celebration wall used to evidence links to local achievements by pupils.</li> </ul> NEXT YEAR – To bring back inter competitions across the Trust and through our SGO

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