

# 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:

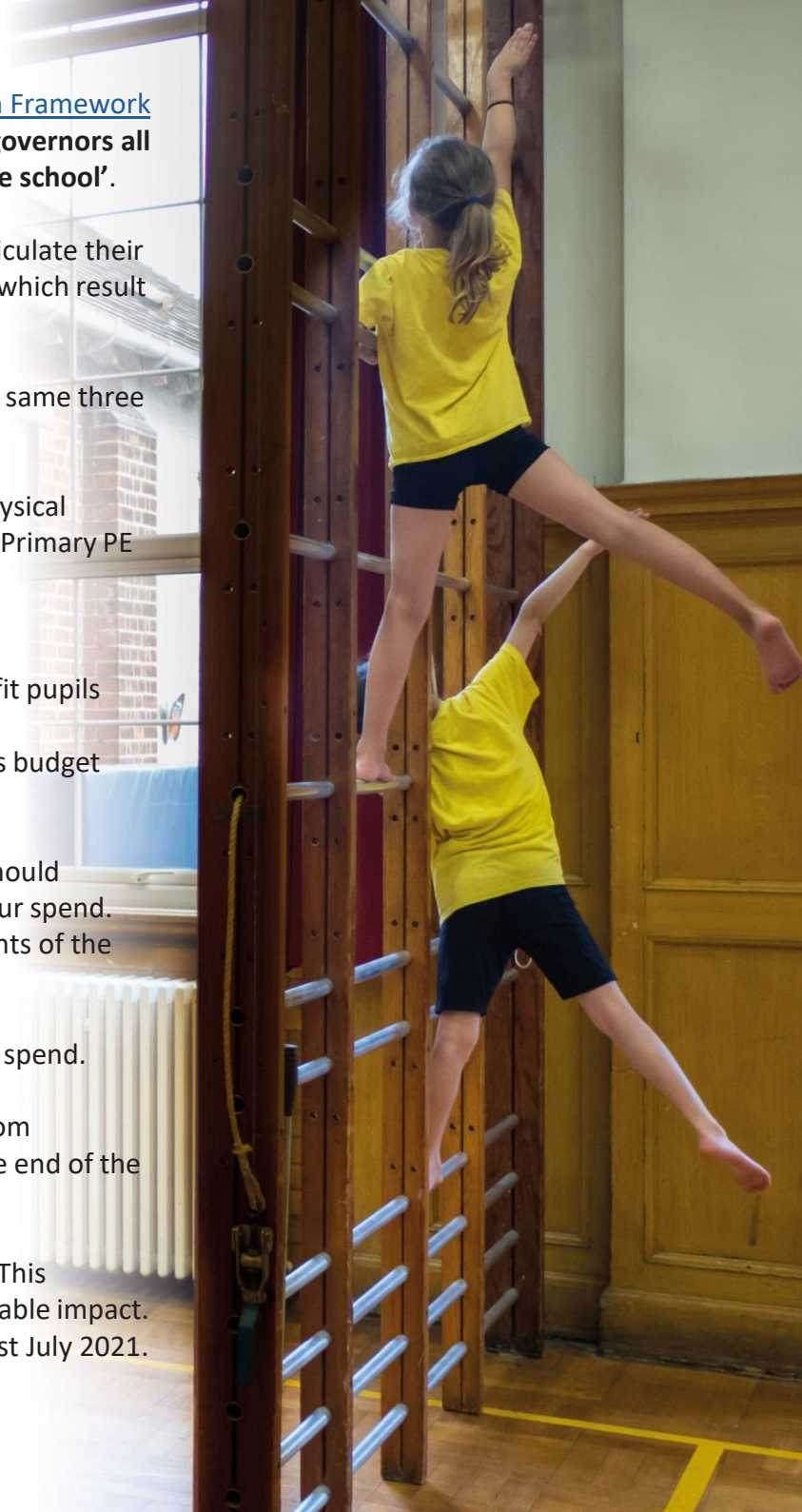
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](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, 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Employment of a specialist PE teacher to help support staff and pupils to develop their PE knowledge and skills</li> <li>- Continue to implement successful brain breaks across the school to help with mental health and to pupils achieving 60 minutes of physical activity in school</li> <li>- Continue to embed active lessons into the whole school ethos</li> <li>- During break and lunch times we have provided the opportunity for children to partake in more structured physical activity as well as free play this has been implemented through the employment of teaching assistants</li> <li>- Our specialist PE teacher has provided training to our Year 6 pupils so they are able to form a sports crew which organises lunch time activities and challenges to promote physical activity and raise the profile of PE across the school</li> <li>- Despite the pandemic a large number of Merton pupils have participated in the virtual school games challenges and four sports leaders challenges were nominated for an award.</li> </ul>	<ul style="list-style-type: none"> <li>- For staff to utilise the Pilates and Gymnastics CPD training we intend to purchase specialised equipment to support their delivery of the lessons.</li> <li>- To provide training to our Year 6 pupils so they are able to form a sports crew which organises lunch time activities and challenges to promote physical activity and raise the profile of PE across the school.</li> <li>- To reintroduce extra-curricular activities and clubs post COVID to promote physical activity and club links.</li> <li>- Utilise the PE specialist to upskill staff in areas such as gymnastics, dance and pilates to increase confidence in the teaching of physical education.</li> <li>- To fully engage with the school games officer and take part in competitions whether they are virtual or face to face.</li> </ul>

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    £19540**  
**= Total to be spent by 31st July 2021                £19540**

<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>	86%
<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>	78%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	69%
<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>	Yes/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: £19540	Date Updated: 7/7/21	
<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:
				%
Intent	Implementation		Impact	30
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:
<ul style="list-style-type: none"> <li>- Implement successful brain breaks across the school to help with mental health and to pupils achieving 60 minutes of physical activity in school</li> <li>- Employment of a specialist PE teacher to help support staff and pupils to develop their PE knowledge and skills</li> <li>- To provide the opportunity for children to partake in more structured physical activity as well as free play during break and lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>- New equipment purchased for Brain Breaks and staff to implement brain break activities as part of their daily routine.</li> <li>- PE specialist to introduce new inclusive activities such as Smarty Pilates, orienteering and tri-golf.</li> <li>- During break and lunch times we have provided the opportunity for children to partake in more structured physical activity as well as free play</li> </ul>	£3225.29 on resources  £5,895	<ul style="list-style-type: none"> <li>- Pupils have been better engaged during lessons and it has helped pupils set back into school after the winter school lockdown closures.</li> <li>- Staff have been upskilled on new activities and feel more confident to teach a wider range of activities.</li> <li>- During break and lunch times we have provided the opportunity for children to partake in more structured physical activity as well as free play this has been implemented through the employment of teaching assistants</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to implement brain break activities and introduce the Daily Mile initiative to further increase pupils daily physical activity.</li> <li>- Employment of a specialist PE teacher to help support staff and pupils to develop their PE knowledge and skills</li> <li>- To continue to provide the opportunity for children to partake in more structured physical activity as well as free play during break and lunchtimes by the employment of teaching assistants.</li> </ul>

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	20
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:
<ul style="list-style-type: none"> <li>- Employment of a specialist PE teacher to help support staff and pupils to develop their PE knowledge and skills</li> <li>- Employment of extra-curricular staff to raise the profile of PE and physical activity across the school</li> <li>- Development of a school sports crew committee to provide activities and challenges during break / lunch time</li> <li>- Introducing a variety of different activities and games to promote the enjoyment and engagement of PE across the school</li> </ul>	<ul style="list-style-type: none"> <li>- PE specialist to introduce new inclusive activities such as Smarty Pilates, orienteering and tri-golf.</li> <li>- Delivery of a range of extra-curricular clubs including a cross country club run by John Skerington.</li> <li>- PE specialist to introduce a School Sports Leaders Crew to raise the profile of PE and sport across the whole school.</li> <li>- PE specialist to introduce new inclusive activities such as Smarty Pilates, orienteering and tri-golf.</li> </ul>	£5,895 (as above)	<ul style="list-style-type: none"> <li>- Staff have been upskilled on new activities and feel more confident to teach a wider range of activities. Pupils have been engaged and enjoyed taking part in the new activities.</li> <li>- Extra-curricular clubs were delivered by outside coaches in the Autumn term and uptake was good. A number of pupils took part in the Prestwold cross country championships in October 2020. Unfortunately, clubs have not resumed in the summer term due to covid.</li> <li>- The members of the sports crew took part in the majority of the school games challenges and activities and inspired pupils across the school to take part in the virtual summer school games championships. Furthermore, 7 pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Employment of a specialist PE teacher to help support staff and pupils to develop their PE knowledge and skills</li> <li>- A wider range of after school activities offered to increase the engagement and profile of sport and physical activity across the school.</li> <li>- To continue the development of a school sports crew committee/young leaders group to provide activities and challenges during break lunch time and help engage all pupils in the uptake of school games competitions.</li> <li>- Employment of a specialist PE teacher to help support staff and pupils to develop their PE knowledge and skills</li> </ul>



			took part in the 'Design a sports challenge' competition and were successful in having their challenge chosen by the school games officer for pupils across the partnership to take part in during the summer term sports championships.	in areas that have been missed this year due to the pandemic. -
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	20
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:
<ul style="list-style-type: none"> <li>- Employment of a specialist PE teacher to help support staff to develop their PE knowledge and skills</li> <li>- The development of resources and lesson plans to support delivery and increase staff knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- PE specialist to introduce new inclusive activities such as Smarty Pilates, orienteering and tri-golf and upskill staff on activity areas such as gymnastics and dance.</li> <li>- PE specialist to support PE coordinator to develop</li> </ul>	£5,895 (as above)	<ul style="list-style-type: none"> <li>- Staff have been upskilled on new activities and feel more confident to teach a wider range of activities. Pupils have been engaged and enjoyed taking part in the new activities.</li> <li>- PE specialist and PE coordinator have attended</li> </ul>	<ul style="list-style-type: none"> <li>- Employment of a specialist PE teacher to continue to support staff and pupils to develop their knowledge and skills in teaching a wide variety of PE and sport</li> </ul>

	resources and lesson plans and take part in CPD provided by the school games officer.		online CPD activities such as Dance and Real PE and have worked together to develop a range of PE resources and lesson plan to support staff.	activities. - To continue the development of resources and lesson plans to support delivery and increase staff knowledge -
--	---	--	---	--

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%

Intent	Implementation		Impact	20
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: <ul style="list-style-type: none"> <li>- Wider range of after school activities offered to increase the engagement of pupils in the 60 minutes of physical activity</li> <li>- Introduction of new activities such as smarty Pilates and orienteering</li> </ul>	<ul style="list-style-type: none"> <li>- School grounds to be mapped by British orienteering group.</li> <li>- Delivery of a range of extra-curricular clubs including a cross country club run by John Skerington.</li> <li>- PE specialist to upskill staff in EYFS and KS1 by teaching a Smarty Pilates scheme of work. School to purchase Smarty Pilates resources.</li> </ul>	See resource cost (200)  £1170 Cross country coaching costs and other club costs for first term  See resource cost (100)	<ul style="list-style-type: none"> <li>- Pupils that were taught Orienteering enjoyed the activity and learnt new skill such as map reading and working as a team. Unfortunately, not all KS2 pupils took part due to Covid lockdowns.</li> <li>- Extra-curricular clubs were delivered by outside coaches in the Autumn term and uptake was good. A number of pupils took part in the Prestwold cross country championships in October 2020. Unfortunately, clubs have not resumed in the summer term due to covid.</li> </ul>	<ul style="list-style-type: none"> <li>- Orienteering to be taught as an activity to all pupils in KS2 and the staff to engage in CPD that will be delivered by British Orienteering.</li> <li>- A wider range of after school activities offered to increase the engagement of pupils in the 60 minutes of physical activity and to rebuild the club links in the community.</li> <li>- Smarty Pilates to be taught by all EYFS and KS1 teachers before the gymnastics block to</li> </ul>



			<ul style="list-style-type: none"> <li>- Smarty pilates was taught to all EYFS and KS1 pupils and the pupils learnt new skills and developed their muscle strength and flexibility.</li> </ul>	<p>increase pupils core strength and flexibility. PE specialist to upskill any staff who were not present for the CPD last year.</p>
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	10
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:
<ul style="list-style-type: none"> <li>- To attend at least 50% of South Charnwood School Sport Partnership events</li> <li>- To offer more competitive sport opportunities before and after school</li> </ul>	<ul style="list-style-type: none"> <li>- Staff to have the availability to travel and take children to SCSS events</li> </ul>	£1500	<ul style="list-style-type: none"> <li>- Unfortunately due to the pandemic the pupils could not take part in any face to face competitive sport but at least 50% of our children have been able to participate in virtual sports games and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- To attend at least 50% of South Charnwood School Sport Partnership events</li> <li>- To offer more competitive sport opportunities during lunchtimes and after school.</li> </ul>

Signed off by	
Head Teacher:	Matthew Lee
Date:	9/7/21
Subject Leader:	Lara Egglestone
Date:	9/7/21
Governor:	Darren Farish
Date:	9/7/21