

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:

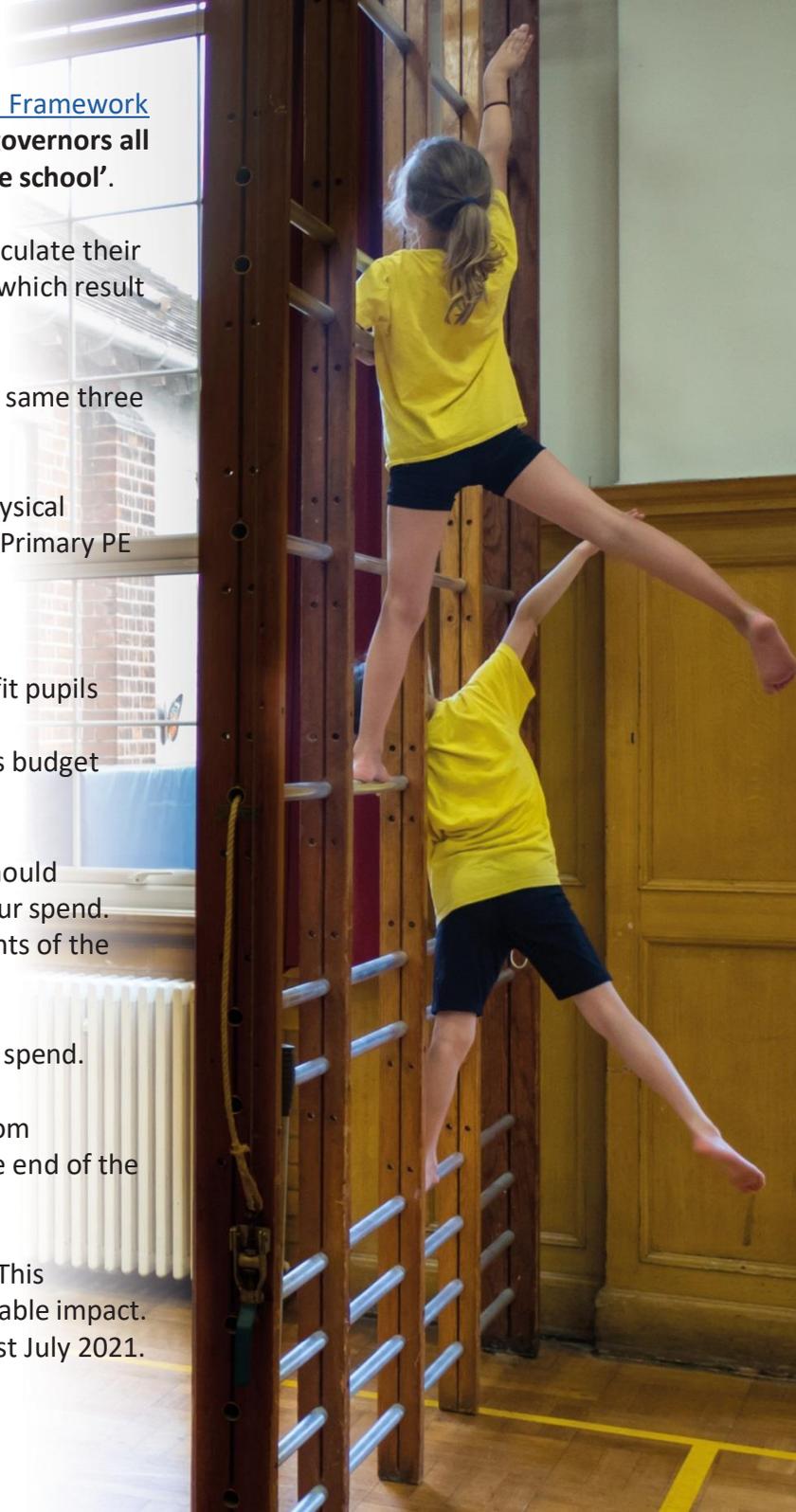
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 **31st 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:
<ul style="list-style-type: none"> • Increased attendance at and participation in a wider range of competitions and sports enabling greater inclusivity and more opportunities for ALL key stage 2 children. ➔ Year 6 Boccia team qualified for semi-finals. ➔ Year 6 dodgeball team qualified for the next stages of a tournament. • Competitions are now an accepted part of school life and there is an expectation that key stage 2 children will have the opportunity to attend these. • Outdoor spaces were swiftly divided to enable twice weekly PE lessons to continue despite covid restrictions preventing indoor lessons. • Outdoor learning is gradually becoming more frequent and all children are having regular forest school sessions. 	<ul style="list-style-type: none"> • With the ongoing challenges presented by the pandemic, we need to ensure that children are provided with plenty of opportunities to be active at school whilst maintaining bubbles. Efforts need to be made to ensure that with the return of everyone to school, children's play times are not reduced and covid restrictions do not lead to more sedentary lessons. • Children are still too sedentary for a large proportion of their day. Teachers need to be supported to make physical activity a natural and expected part of lessons. • Teachers need to be provided with the equipment and support needed to deliver high quality PE lessons. Teaching certain areas of the PE curriculum are challenging due to the infrastructure in school. Lack of wall space makes it hard to use many of the activities in the realPE ball skills units. • Lunch times could be better utilised to get children active and ensure time spent moving is in line with government guidelines. Children, particularly in the older years, can feel restricted at play time due to lack of space and opt for more sedentary activities.

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

Delete as applicable

Total amount carried forward from 2019/2020 £3,000

+ Total amount for this academic year 2020/2021 £19,000

= Total to be spent by 31st July 2021 £22,000

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<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>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.</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>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.</p> <p>Please see note above.</p>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>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?</p>	<p>Yes/No Due to the pandemic this has not been possible.</p>

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: £	Date Updated:		
<p>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</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:
Key stage 1 children will be encouraged and able to spend more time outside and up on their feet. Physical activity throughout every area of the curriculum will become the norm and they will be sedentary for less time.	A dedicated outside space will be created for year 2 in order to enable some continuous provision and structured outdoor learning.	£800	<i>Area will be up and running by September 2021.</i>	
Lunch times will feel safer and calmer so that all children feel confident and happy to run around and be active on the playground. Adults will be available to play with the children and children will be able to take part in adult led games and have the chance to develop new skills.	More adults on the playground at lunch time so that some adults are free to engage with play whilst there is still plenty of supervision of independent activities.	£7, 627.12	Behaviour logs show a decline in incidents at play times across the school and informal observations have found children to be more active at play time. Year 6 teachers have fed back that play times for year 6 have become much more productive and active since the year 6's have had more space. Year 6 children have begun to engage in traditional sports such as tennis and cricket at lunch time as well as create their own games.	Division of play areas will continue even after covid restrictions are lifted (see key indicator 4). Conversations with children and staff should be had about staggered playtimes in light of the positive benefits of bubbles that have been observed.
Children will not experience shorter playtimes as a result of class bubbles due to the pandemic.	Outdoor space divided up and additional adults funded in order to ensure every area/bubble has appropriate supervision.			

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:
Children will be able to sensibly take part in competitive activities. They will understand the importance of including others and playing fairly.	A sports coach will model fair play and support the older children in taking part in team sports at lunch time and during some PE lessons.	£7,223.52 £1,271.19	Children in bubbles that have had the sports coach organising matches and playing football alongside them at lunch time have had few reported incidents and informal observations suggest more girls are happy to and want to take part.	This should be continued. The possibility of training older children so that they can take on this role with the younger children should be investigated.

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:

<p>All children at St.Ebbe's will learn how to ride a bike and be safe and confident on the road.</p>	<p>New bikes and storage for the Early Years playground in order to give all children the opportunity to learn this skill.</p> <p>Bikability training available to all year 5 and 6 pupils.</p>	<p>????</p>	<p>such as tennis, cricket and football at play time alongside more creative games and imaginative play.</p> <p><i>Bikes will be available for use in Early Years from September 2021.</i></p> <p>Many year 5 and 6 children took part in Bikability and enjoyed the opportunity. They were observed to grow in confidence during the sessions and were made more aware of the importance of road safety.</p>	<p>To ensure one sport does not dominate it is important that older children and staff are supported in introducing children to a wide range of games and sports at playtime.</p> <p>Programme to continue next year.</p>
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Signed off by	
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