

# Evidencing the impact of the Primary PE and sport premium

2020-2021  
Samuel Ryder  
Academy

Commissioned by



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

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:
<ul style="list-style-type: none"> <li>• All primary children had high quality curriculum lessons lead by specialist staff using dedicated sports facilities.</li> <li>• All pupils involved in house games and sports days allowing them to experience competitive situations</li> <li>• Pupils experience leadership events run and lead by upper school to increase sports situations#</li> <li>• Pupils with SEND included in adapted lessons with inclusion by TA and specialist staff</li> <li>• Full range of extracurricular activities through out the year offer all primary pupils games situations an assess to new range of sports</li> <li>• Participation in inter school competitions, football leagues, netball leagues, cross country and athletics</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain pupils' experiences during Covid and beyond</li> <li>• To maintain inter school competitive situations with restrictions</li> <li>• To link pupils into local sports clubs via school experiences</li> <li>• Increase competitive situations and incorporate new school facilities into club and local linked teams</li> <li>• Incorporate school's new academy students to lead clubs and run-in house competitive games</li> <li>• To host inter school leagues on the new schools facilities and become a hub of local sports and school sports</li> </ul>

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

Delete as applicable

**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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £</b>	<b>Date Updated: £6000</b>	
What Key indicator(s) are you going to focus on? Long jump and athletic facilities				<b>Total Carry Over Funding:</b> £ £6000
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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?
<ul style="list-style-type: none"> <li>• Increase the athletic experiences of the pupils</li> <li>• Allow all pupils to experience specialist jump equipment</li> <li>• Child to have high quality athletic lessons as part of their PE experience</li> <li>• To be able to offer staff INSET on delivery of athletics intra and inter school</li> <li>• Playground marking of new primary playground to increase active lifestyle and active learning in lesson time</li> </ul>	<ul style="list-style-type: none"> <li>• The build of the long jump area is proposed to take place Spring term 2021 after facilities build as be finalised</li> <li>• Proposed playground marking have been designed in conjunction with primary staff and to incorporate cross curricular teaching</li> </ul>	£6000	<ul style="list-style-type: none"> <li>• Time scale of facilities improvements as building work over run</li> <li>• Need to wait for correct weather situations for completion</li> <li>• Intra school competition increased whilst inter school (level 2) competitions on whole</li> <li>• In house INSET focus with non-specialist staff knowledge increased especially with year 4 and year</li> </ul>	<ul style="list-style-type: none"> <li>• Increased level of non-specialist knowledge</li> <li>• Increase of academy pupils to help increase experiences of primary school pupils</li> <li>• Consistent grouping and timetabling of primary lessons to specialist facilities allowing greater access</li> </ul>

			<p>5 teachers</p> <ul style="list-style-type: none"><li>• Increase of bubble competitions</li><li>• Increase of specialist visits by role model athletes to come to school to demonstrate and inspire</li></ul>	
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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% to lockdown
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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?	Yes, increased swimming experience to provide opportunities to all primary pupils and linked into access to local club

## 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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £19,550 +£6000 carry forward		<b>Date Updated:</b>		
<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: 59%	
<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?		
<ul style="list-style-type: none"> <li>Children to have a high-quality PE curriculum lesson regularly throughout the week including a rotation of swimming, indoor and outdoor lesson.</li> <li>Increase dance participation with introduction of dance units of work facilitated by dance specialist</li> <li>INSET on dance delivery for school staff</li> <li>Sixth form pupil's involvement in leading extracurricular activities</li> <li>Cross Curricular active learning</li> </ul>	<ul style="list-style-type: none"> <li>Dance rotation actioned on timetable rotation</li> <li>Swimming actioned for all year groups</li> <li>Specialist lesson grouped to allow staff to concentrate on primary teaching</li> <li>Priority timetabling of facilities for primary</li> </ul>		£11,500	<ul style="list-style-type: none"> <li>Increase of staff confidence in Dance</li> <li>Increase of extracurricular clubs offered (in bubbles only)</li> <li>Increase of number of sixth form helpers</li> <li>Consistency of timetabling throughout the year</li> <li>Increase of pupil participation in extra curricular clubs</li> <li>Increase of active learning by class teachers</li> <li>Virtual competitions and intra house competitions offered</li> </ul>		<ul style="list-style-type: none"> <li>Increase in numbers of specialist staff</li> <li>Set up of school talent system</li> <li>Set up and implementation of specialist outside school visitors to inspire pupils</li> <li>Linking into local sports clubs to increase pupil participation outside school hours</li> </ul>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:	

				23%
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:
<ul style="list-style-type: none"> <li>• Increase the range of competitive and non competitive competition</li> <li>• Outside guests from local community and sports clubs to visit to give inspirational moments, linking with academies, rugby, football, netball and athletics</li> </ul>	<ul style="list-style-type: none"> <li>• 2 PE lessons per week plus swimming opportunities</li> <li>• Guest Athletes to visit into school</li> <li>• Specialist staff/external coaches</li> <li>• Differentiated equipment</li> <li>• Range of non-competitive and competitive situations</li> <li>• Swim teacher training qualifications</li> </ul>	£4500	<ul style="list-style-type: none"> <li>• Increase of specialist staff</li> <li>• Inclusion of dance teacher into the department</li> <li>• Sports academies set up</li> <li>• Talented programme set up</li> <li>• Sixth form mentoring process started</li> </ul>	<ul style="list-style-type: none"> <li>• Decarcate on planned competion throughout the year</li> <li>• Diary planning on guests in line with extracurricular opportunities</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7.7%
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:
Number of TA and primary teacher involved in delivery of PE and active learning  Purchase of School sports development team linking into CPD opportunities of non-specialist staff and leadership for primary children	NON specialist staff to support specialist staff in active learning within the classroom, playground and extra curriculum	£1600	Observation of lessons by HoD Observation by Senior teachers Feedback from primary staff Increase in numbers of participation	CPD opportunities for active learning Confidence of participation opportunities within school curriculum
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2.6%
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:
Funding to increase range of SEND opportunities, coaches to take pupils to range of competitive opportunities within the county  Purchase of SEND competition into SRA with English Disability sport opportunities	Experience days within school Range of athletes to visit Purchase of differentiated equipment, lower posts, range of balls, small racquets, increase of equipment of disability sports, boccia, indoor athletics equipment	£700	Increase number of experience sports Increase awareness of SEND sports Increased of differentiation	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.4%
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:
<ul style="list-style-type: none"> <li>Participation in district and county events so that pupils can enjoy sports by competing against other school</li> <li>Inter house events throughout the year over a range of activities that allow the mass participation and enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>Sports partnership membership</li> <li>A, B and C team entry</li> <li>Diary of house events</li> <li>Inclusion of participation events</li> <li>Inspirational visits</li> </ul>	£1250	<ul style="list-style-type: none"> <li>Increased competitive situations</li> <li>Increased participation activities</li> <li>Increase in house leadership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Coaching awards gained by sixth forms to help increase extracurricular opportunities for primary school pupils</li> </ul>

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