

# 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>-Shoreham Beach primary entered 30% more competitions this year than in previous year. These involved children from across the school experiencing competitive opportunities with great success in Gymnastics and Cross country. All results and achievements were shared in our weekly Friday assembly as well as in the fortnightly newsletter.</p> <p>-75% children have participated in a range of sport activities either before or after school. The clubs run every day. New clubs this year have been Dance, table tennis and Multi-sports. Dance has been very popular. At the end of each half term, children had the opportunity to perform the dance to the school and their parents.</p> <p>-SBP joined a local netball and football league. 25 children from years 5 and 6 have been involved in half termly matches and for the first time in History, we have hosted netball and football games!</p> <p>-The skipping workshop was huge successful with 20 % of the children learning to skip that week. Skipping ropes were brought for all the children to encourage skipping at home.</p> <p>-In addition to basic sports equipment, PE equipment was also purchased and used throughout the year including a new PE shed, basketball hoops, netball posts, football posts and a wobble board for the playground.</p> <p>-As we are participating in more competitive tournaments and matches, we have purchased sports kit for the children with SBP logo. The kit also includes waterproof jackets for the coaches.</p>	<p>-To purchase a school minibus which will allow greater opportunities to participate in competitions and tournaments. The minibus will give opportunities for all those children who cannot travel to events.</p> <p>-Clubs to be run at lunchtimes to encourage the participation of children who cannot attend before or after school clubs.</p> <p>-To further develop the opportunities for the pupils to work with professional coaches throughout the year. Resulting in a broader skills set for all pupils across a range of sports.</p> <p>-To ensure that the consistency of high quality sport and PE sessions are evidenced across the school by releasing the sports lead to work with coaches and the partnership staff to support staff who are less confident at delivering certain sports/lessons.</p> <p>-To develop playground markings enabling all pupils to participate in a range of physical activities at break, lunch and before and after school.</p> <p>-To install a MUGA on the upper school playground to encourage competitive sport and activity during break/lunch times and PE lessons.</p> <p>-To purchase pedometers for all the children to encourage physical activity at home and at school.</p>

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

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: £8000</b>	<b>Date Updated: July 2020</b>		
What Key indicator(s) are you going to focus on? 1.To install a MUGA 2.To purchase pedometers for all the children.				Total Carry Over Funding: £8000
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>1. To develop a range of skills such as throwing, catching, target practise -To increase activity at break and lunchtimes -To encourage more children to try different activities such as cricket, football, basketball in their break times -To give opportunities for sports leaders to support and help younger children use the MUGA correctly -To encourage teamwork across the key stages</p> <p>2. To increase movement throughout the day (break times, daily exercise, PE lessons) -To encourage children to move in different ways -To develop healthy</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>• Before and after school clubs to incorporate the MUGA</li> <li>• PE lessons to incorporate the MUGA</li> <li>• Sports leaders and PE lead to show children how to use the MUGA correctly so that the children can use the MUGA during break/ lunch times</li> <li>• Reintroduce the 'daily Km' to encourage all children and staff to walk, run, jog and skip with their pedometer.</li> </ul>	<p>Carry over funding allocated:</p> <p>£7249</p> <p>£300</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p>

<p>competition between themselves and others (</p>	<ul style="list-style-type: none"> <li>• Introduce challenges to encourage children to be involved for instance 'which class has the greatest total of steps in a week?</li> <li>• Set challenges for the children to do at home for instance, walk to school every day counting steps</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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £16,000		<b>Date Updated:</b> September 2020	
<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:
					37.5%
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:
Playground markings to offer a range of activities for break times and lunchtime. All pupils to be encouraged to develop fine and gross motor skills through planned playground activities. Playtime sports equipment and play leader bibs to be purchased. This will enable a greater range of high quality activities to be experienced and the promotion of physical activity at break and lunchtimes resulting in all children being involved in daily physical activity.	<ul style="list-style-type: none"> <li>Weekly class physical challenge set and celebrated</li> <li>To install new playground markings in lower school and Early years playground</li> <li>Better quality PE/Sports equipment to be purchased for planned weekly PE and for break and lunchtime use.</li> <li>Up-skilling of lunchtime supervisors and sports leaders who in turn will help to run clubs/games</li> <li>Introduction of the 'Daily km'</li> </ul>		<p>£4000</p> <p>£2000</p>		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
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:
The profile of sport and PE to be raised through increased celebration and through trained sports coaches (Shoreham Academy sport leaders) to lead a range of different sports clubs.	<ul style="list-style-type: none"> <li>• Shoreham Academy leaders and SBP staff to offer a range of before and after school clubs covering as many sports as possible</li> <li>• Achievements to be celebrated in weekly assemblies, blogs and monthly newsletter</li> <li>• Display board to promote sport, forthcoming fixtures and celebrate achievements</li> </ul>	£1600		



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22.5%
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>Trained sports coaches from Shoreham academy to work alongside staff ensuring effective planning and sustained high quality sports and PE provision. Class assessment strategies to be developed with each class as well as personal CPD opportunities for all staff.</p> <p>The PE lead will be released to model the teaching of PE to other year groups. This will result in further consistency in the standard of PE and sports teaching across the school. Staff confidence will increase through the year.</p> <p>The PE subject lead to attend cluster groups in order to identify further training needs and development opportunities. This will result in CPD sessions being offered to all staff through the local partnership in order to build effective links with local schools and support the development of teaching.</p>	<ul style="list-style-type: none"> <li>Shoreham Academy contract offers CPD opportunities for staff as well as the school sports leaders</li> <li>PE release time for Sports lead to model effective PE teaching and attend CPD sessions at Shoreham Academy</li> <li>Gymnastic and dance coaches in to support teachers deliver these lessons, with a focus on gifted and talented children.</li> <li>Invite coaches, sports professionals in to lead workshops and inspire children as well as teachers.</li> </ul>	<p>£1600</p> <p>£2000</p>		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6.25%
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: As a school with a strong coastal connection, we offer swimming to Years 3,4,5 pupils to ensure they leave school as competent swimmers. We employ a specialist swimming teacher to provide these lessons and we pay the transportation costs using coaches.	<ul style="list-style-type: none"> <li>Swimming for all year 3,4,5 pupils. Children to leave school being able to swim 25 metres.</li> <li>Additional sports clubs to be offered for children before and after school, with a focus on team games</li> <li>Greater opportunities for Key Stage 1 children to take part in a range of clubs</li> <li>Girls football team to be launched</li> </ul>	£1000		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				23.75%
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:
Weekly clubs to enable greater participation in physical sports activities for all pupils ( including vulnerable pupils) as well as further developing skills of higher attaining pupils who have shown an interest in certain sports. The school will then benefit from greater success in local sporting events. The school to participate in a greater number of sports competitions to develop team work and competitive sportsmanship,	<ul style="list-style-type: none"> <li>To participate in a greater number of competitive sport opportunities</li> <li>Transport to sport events (monthly lease of own school minibus to provide transport)</li> </ul>	£3800 (£375 per month)		

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