

# 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>ACTION: Improve quality of planning, teaching and learning in PE lessons.            IMPACT: Increased numbers of children enjoying and building skills in high-quality PE lessons. This has led to a huge increase in performance and confidence within all children in years 1 and 2.</p> <p>ACTION: Use of JASC sports specialists to write a new PE curriculum for KS1, ensuring we provide a broad and balanced curriculum and progression throughout lessons.            IMPACT: Planning includes assessment, progression and differentiation- children accessing high quality teaching and teachers' subject knowledge and confidence improved. This has also provided the school with full schemes of work and lesson plans for future reference.</p> <p>ACTION: Use of high-quality sports teachers (JASC) to support delivering schemes of work, as well as supporting teachers through modelling, team teaching and observing.            IMPACT: Children accessing high quality teaching and all teachers observing all PE lessons (weekly CPD) and through a staff questionnaire this has shown increased confidence and subject knowledge.</p> <p>ACTION: Annual equipment audit and replacement plan for PE resources.            IMPACT: Teachers and pupils can access high-quality PE resources- lessons are correctly resourced, improving lesson quality. This has also led to a number of new activities being introduced into the PE curriculum for all children to access (tennis, basketball, hockey)</p>	<p>Introduction of whole school sporting events with small competitive elements (fun run was successful with parents and students so more will be planned)</p> <p>Continue to build sporting links to the community and local schools to benefit all pupils.</p> <p>Introduction and trial of formal assessment within Physical Education to monitor the impact and progression of the children.</p> <p>Identification of gifted and talented students to ensure challenge within lessons.</p> <p>Sports Leaders to be re-introduced within Year 2, trained by Sports Specialist (JASC) to lead small sporting activities and games at play time, self-initiated play and during lesson time.</p> <p>Small group work for targeted least active/less confident/Pupil Premium children planned in order to raise their physical fitness and well-being.</p> <p>Forest School Training for staff/ setting up Forest school for Year 2 to offer opportunities for physical activity and mental and physical well-being.</p> <p>Training for support staff for playtimes and lunchtimes.</p>

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<p>ACTION: Broaden the range of sports and activities offered to all children.  IMPACT: Profile of PE raised, more children enjoying and accessing a broader and balanced curriculum (tennis, basketball, hockey.) Introduction of new after-school sports clubs providing children with additional access to physical activity (tennis, football, multi-sports, and yoga).</p> <p>ACTION: Planning time permitted for greater collaboration between PE Specialist (JASC) and the PE Coordinator.  IMPACT: New PE curriculum introduced throughout the school for all staff to use and follow, written schemes of work provided with full lesson plans by JASC saved to the school system for future use, all teachers are receiving weekly CPD, a raised profile of PE within the school.</p> <p>ACTION: Increased links with the local sports providers and other locality links (JASC Gym Club, Weald Tennis Club, JASC Multi-sports activity days, Brighton University orienteering, Hurst College).  IMPACT: Increased provision and access for children to local sporting clubs and events.</p> <p>ACTION: Weekly sessions for pupil premium children.  IMPACT: Small group work where children feel valued, safe and enjoy being physically active in a fun secure and structured environment. This in turn leads to a greater sense of well-being and physical fitness</p> <p>ACTION: Assessment system trialled for PP focus group  IMPACT: A greater understanding of where all children are in their development. Showed clear progress was made and highlighted next steps to be planned for in future sessions.</p>	<p>Focus on Early Years planning and Scheme of work to ensure coverage and progression of skills across the school</p> <p>Focus on children’s mental health and well-being as they transition and settle back into school</p> <p>Opportunities for more sporting competitions across the school with inter-year competitions.</p>
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO \* Delete as applicable

**If YES you must complete the following section**

**If NO, the following section is not applicable to you**

## 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><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:	
			8%	
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>School Focus:</b> To provide children with regular opportunities in the school day to participate in physical activity.</p> <p><b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>Increased participation</li> <li>Improved health and fitness</li> <li>Fitness impacts positively on pupil progress</li> <li>Improved awareness of the benefits of a healthy life-style and being physically active</li> <li>A school-wide focus on learning outdoors to support social distancing, physical activity and mental health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>JASC to run a breakfast sports club whilst there is currently no breakfast club due to Covid.</li> <li>PE Specialists (JASC) to focus working with additional targeted groups –Year 2 sports leaders/less active children/ children requiring gross motor support/gifted and talented/Pupil Premium</li> <li>PE Specialist JASC to continue to work with HIS into next academic year 2020-21.</li> <li>Training for support staff for lunchtimes and playtimes.</li> <li>Sports leaders to support active games at lunch times</li> </ul>	<p>£200 PE Equipment</p> <p>£126 Over time for midday meals supervisors to attend training</p> <p>£150 towards Healthy Mind, Healthy Body week for visitors and special events</p> <p>£250 Jump Start Jonny membership</p>	<p>Planning demonstrates that all pupils have access to a rich PE curriculum, which promotes physical development and a healthy lifestyle.</p> <p>New playground equipment purchased supported active play times while still in class bubbles.</p> <p>New PE equipment purchased following child conferences in Spring. Children wanted to use skills learnt to participate in games. Child conference in Summer showed 100% of Year 2 children feel they have learnt more about the sports and have enjoyed taking part in new activities. They reported that</p>	<p>We were unable to run a breakfast club this year due to covid – will look into this for next year. JASC to run a breakfast sports club and after school club next year. Possibly Friday morning as well.</p> <p>Targeted groups to continue, with focus changing each half term. Will reintroduce sports leaders and gifted and talented groups.</p> <p>PE Specialist JASC to continue to work with HIS into next academic year 2021-22.</p> <p>Module with KS1 on playground games to build on playtime training for staff. Continue to provide and implement new playtime</p>

	<ul style="list-style-type: none"> <li>• Additional playground equipment to support active playtimes.</li> <li>• Increased time for children to be learning outside</li> <li>• Planning to be monitored to ensure opportunities for active learning and an emphasis on outdoor learning</li> <li>• Forest Schools to offer opportunities for physical activity and mental and physical well-being</li> <li>• Advertise local sports clubs outside of school on notice board to support links with local community</li> <li>• PE kits for all staff to model and encourage an active and healthy lifestyle</li> <li>• Healthy Body, Healthy Mind week in school</li> </ul>	<p>£600 on new playground equipment following child conferences and staff feedback</p>	<p>they have also been using this at play time to be active and apply skills learnt.</p> <p>Year 2 targeted group's focus has changed to support children's needs across the year. Focus on supporting children with low fitness levels due to Covid and supporting mental and physical well-being through sensory circuits. Increase in fitness levels and emotional regulation as a result – teachers have noticed a positive impact.</p> <p>Positive feedback from Healthy Body, Healthy Mind week. Children are more active at school and will talk more openly about ways to stay healthy. Positive feedback from parents saying that they are encouraging the same at home and working on this as a family.</p> <p>Children all had positive things to say about Jump Start Jonny, mentioning it was good to be moving throughout the day in a fun way.</p> <p>Children wanted more active things to do at play times and together we came up with</p>	<p>equipment and games. Continue to work with staff to support and enhance play times.</p> <p>Forest schools to continue with new Year 2 children</p> <p>Advertise local sports clubs outside of school on notice board to support links with local community</p> <p>Look into having another Healthy Body, Healthy Mind week</p> <p>Continue to encourage active learning and breaks within lesson e.g. with Jump Start Jonny</p> <p>Look into other sport focus activities for the whole school to take part in e.g. Mini Marathon / Sports Relief</p>
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			<p>suggestions of resources – impact will be monitored once equipment has arrived and is being used</p> <p>Children took part in Mini Marathon</p>	
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**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation: 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?	
<p><b>School focus:</b></p> <p>To raise the profile of PE across the school through effectiveness of PE Co-ordinator and employment of PE Specialist JA Sports Coaching</p> <p><b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>PE profile raised within school community</li> <li>Better quality PE teaching within lesson time</li> <li>More pupils spending more time being physically active</li> <li>Increased staff confidence, knowledge and enjoyment</li> <li>Increased participation</li> <li>Improved health and fitness</li> </ul>	<ul style="list-style-type: none"> <li>PE Specialist JASC to continue to work with HIS into next academic year 2020-21 with a focus on continuing to improve the new whole school PE Curriculum, Schemes of Work and Lesson Plans.</li> <li>PE specialist JASC to provide weekly planning for teaching staff</li> <li>Focus on Early Years planning and Scheme of work to ensure coverage and progression of skills across the school</li> <li>PE specialist to provide guidance on high quality PE teaching</li> </ul>	<p>£500 supply cover for PE Co-ordinator</p> <p>£250 for training for PE Co-ordinator</p>	<p>All teachers are supported in their planning and delivery of a high-quality PE curriculum.</p> <p>A bank of quality planning built up which ensure continuity, progression and challenge. PE lead saw PE lessons across year groups and observed that plans were being followed, all children could recall previous learning and this was consistent across the year group.</p> <p>PE coordinator developed a scheme of work for Early Years based on PE specialist’s progression of skills document. Planning now in line with the rest</p>	<p>Sustainability and suggested next steps:</p> <p>PE Specialist JASC to continue to work with HIS into next academic year 2021-22 to introduce new topics to the PE curriculum following discussions with pupil focus group and teacher feedback</p> <p>PE specialist JASC to provide weekly planning for teaching staff</p> <p>Early years to continue to use the plans created following progression of skills</p> <p>More whole school sporting events e.g. Mini Marathon, Sports Relief</p> <p>Sports leaders to be</p>

<ul style="list-style-type: none"> <li>• Fitness impacts positively on pupil progress</li> <li>• Improved awareness of the benefits of a healthy life-style and being physically active</li> <li>• A school-wide focus on learning outdoors to support social distancing, physical activity and mental health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of staff teaching PE/buddy system</li> <li>• More whole school sporting events – mini marathon</li> <li>• Sports Leaders to be re-introduced when bubbles are allowed to mix once again</li> <li>• Working with PE senior lecturer and students from University of Brighton</li> <li>• Focus on children’s mental health and well-being as they transition and settle back into school – meditation/yoga/Jigsaw</li> <li>• Continue with developing an assessment system to ensure needs are met with more able children and those requiring more support and to show evidence of progression of skills</li> <li>• PE specialist to continue to provide home learning opportunities for all year groups not attending school</li> <li>• Forest School Leader to set up a safe, inspiring area for the teaching of Forest Schools from September 2020</li> <li>• Healthy mind, healthy body week</li> </ul>		<p>of the school to ensure continuity and progression.</p> <p>PE coordinator monitoring of lessons, plans and child voice has ensured consistency between lessons and development of children’s skills. Children enjoy PE lessons and child voice shows that they have been making progress. 36 children took part in child conferences and 100% of them were able to talk about their PE lessons and knew why PE is important, they spoke of ways to stay healthy and look after yourself.</p> <p>PE specialist home learning videos ensured that children were keeping active and developing skills while at home.</p> <p>Healthy Body, Healthy Mind week has helped to have a focus on mental health and well-being and children and parents have reported a positive impact.</p> <p>Forest school Leader has completed training and set up an effective forest school area. Positive results from Reception children during training.</p>	<p>reintroduced when restrictions lift</p> <p>Following a meeting with the Head Teacher regarding assessment system, this has been put on hold due to staff workload. Continue to review and revisit if necessary.</p> <p>Forest school to continue</p>
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			PE coordinator took part in several online training courses to improve knowledge on being PE lead and supporting other members of staff.	
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
71%

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?
<p><b>School focus:</b> To develop high standards in PE through high quality CPD and training.</p> <p><b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>Improved confidence and knowledge of teachers in teaching PE</li> <li>Better quality PE lessons</li> <li>More active PE lessons</li> <li>Better differentiation within lessons</li> </ul>	<ul style="list-style-type: none"> <li>PE Specialist JASC to continue to work with HIS into next academic year 2020-21 with a focus on developing the whole school PE Curriculum, Schemes of Work and Lesson Plans.</li> <li>JASC to work with the PE Co-ordinator and provide whole staff training in sports where knowledge is in need of improvement.</li> <li>Staff supported and observed by JASC Specialists and PE coordinator to ensure quality PE lessons and show evidence of effectiveness and quality of teaching</li> </ul>	<p>£12,600 JASC Sports Specialist</p> <p>£70 JASC to provide after school training for staff</p>	<p>Staff are confident to teach PE using PE specialist's lesson plans and following from weekly CPD.</p> <p>Following feedback from staff and meeting with PE specialists, the structure of lessons will change. We have begun to trial this in Year 1 with positive results. JA sports will teach the first two lessons from a unit, they will then team teach two lessons with class teacher, class teacher will then teach final two lessons with JASC observing and giving feedback. Staff previously reported that they were learning lots from observing JASC but were less confident when teaching own lessons – we will continue to monitor impact once trialled.</p>
			Sustainability and suggested next steps:
			<p>Staff meeting unable to happen due to covid restrictions on social distancing – will take place in Autumn Term following feedback and questionnaires from staff.</p> <p>Introduce how to add more challenge to lessons for children – JASC to model and add to planning to support staff.</p> <p>Lesson structure to change during JASC lessons to include team teaching and class teacher to lead more sessions with observations and feedback from JASC.</p>

	<ul style="list-style-type: none"> <li>• Focus on differentiation within PE lessons</li> <li>• Link with Brighton Uni- PE Senior Lecturer to support identified areas of development</li> </ul>		<p>Staff questionnaire was repeated following on from one two years before. Staff confidence in teaching different units of PE has improved over this time. Previously many staff reported that their confidence in teaching many units was 'average' and are now reporting that their confidence teaching them is 'good', with some areas being 'very good'</p> <p>When asked who helps them to learn in PE, children responded saying Abi/Jenny and their class teachers. They reported that all adults who teach them PE support them if something is challenging and that they are beginning to give them more challenge if they find something easy.</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:  
14%

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>School focus:</b> To improve the range of sports and physical activities for all pupils.</p> <p><b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>• Broader more varied curriculum</li> <li>• Pupils experiencing new sporting activities</li> <li>• Increased opportunities throughout the school day to participate in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Continued and improved links with local sporting clubs – when possible due to Covid.</li> <li>• Planning time for PE Coordinator and JASC to focus on plans for current academic year in accordance with Covid guidance and restrictions.</li> <li>• Further development of the Extra-Curricular Provision / clubs</li> <li>• Maintain and extend links with schools in locality and Brighton University</li> <li>• All children to participate in Forest Schools with a focus on active and outdoor learning and mental well-being</li> <li>• New sports to be introduced to the whole school curriculum 2020/21</li> </ul>	<p>£2,514.42 – Forest Schools</p> <p>New PE equipment ordered following child conferences to provide for a greater range of sports</p>	<p>PE coordinator developed a scheme of work for Early Years based on PE specialist’s progression of skills document. Planning now in line with the rest of the school to ensure continuity and progression.</p> <p>Forest school Leader has completed training and set up an effective forest school area. Positive results from Reception children during training. <b>(Will carry out child conferences with Year 2 so see impact of forest schooling with them this term)</b></p> <p>Healthy Body, Healthy Mind week allowed children to take part in a variety of new sports and activities, including Karate, Yoga, Zumba and Pilates. Child voice showed good engagement and that children wanted to try more new activities/ continue learning the ones introduced. Following child conferences, children reported that they are now taking part in more activities at home to be active, including yoga with their families.</p> <p>Following a child conference in Spring, year 2 children said that they wanted to take part in different sports and play more</p>	<p>New topics introduced next year following feedback from children and staff – team building and playground games / two invasion game modules (not in the last term and due to transition work, children had less lessons)</p> <p>Create links with local sporting clubs – display in reception area</p> <p>JASC to lead breakfast and afterschool sporting clubs when covid restrictions lift</p> <p>Link with Brighton University to reintroduce OAA</p> <p>Contact Downlands and Windmills regarding links with sports leaders</p> <p>Forest school to continue for Year 2 children</p> <p>Contact Hurst about Kwic Cricket in Summer term</p> <p>Contact locality schools about setting up multi skills competitions for Year 2 children</p>
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			<p>games. Hockey and basketball were then introduced with new equipment purchased to allow for this. In a child conference in Summer, 100% of children spoken to said that they enjoyed the new sports and wanted to play them more in PE lessons, play times and some also said they wanted to join clubs for them.</p>	<p>Look into Healthy Body, Healthy Mind week again, and offering a range of different activities e.g. bounce.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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>School focus:</b> To introduce the element of competition, fair play and good sporting behaviour across all year groups.</p> <p><b>Intended Impact:</b></p> <ul style="list-style-type: none"> <li>• More opportunities for all pupils to experience competition within sport in a safe controlled environment.</li> <li>• All pupils to learn and demonstrate how to behave correctly within a sporting activity and demonstrate fair play.</li> </ul>	<ul style="list-style-type: none"> <li>• PE Specialist JASC to continue to work with HIS in academic year 2020-21.</li> <li>• PE Coordinator and JASC to provide opportunities for regular sporting competitions across year groups / over a day.</li> <li>• Sports fixture (Kwic Cricket) with schools from the locality</li> <li>• Opportunities for termly sports challenges in inter-year competitions, with medals/stickers to encourage positive competition</li> </ul>	<p>£350 - JASC Sports Specialists additional events</p> <p>£120 – whole school inter-year competitions</p>	<p>Competition with the Daily Steps Challenge as part of Healthy Body, Healthy Mind week. Each child had a pedometer for the week and were entered into a prize draw if they completed over 8000 steps each day. Due to competition element, children were more engaged with activity and became even more active. Children reported doing extra exercise after school to increase steps.</p> <p>Due to Covid 19, inter-year competitions could not go ahead. To still introduce more competition in the school, there will be more competitive elements to the children's Sports Days. Trophies have been purchased so there will be a class winner per year group. <b>The impact will be monitored after the event.</b></p>	<p>Keep competitive element to sports day – re-use trophies</p> <p>Contact Hurst about Kwic Cricket</p> <p>Introduce locality competitions – contact local schools for multi skills competition with Year 2</p> <p>Introduce inter-year competitions – unable to happen due to Covid restrictions. KS1 to take part in invasion games at the end of Autumn term and Sports hall athletics at the end of Spring term. Sports day to go ahead at the end of Summer term.</p>