

# 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:

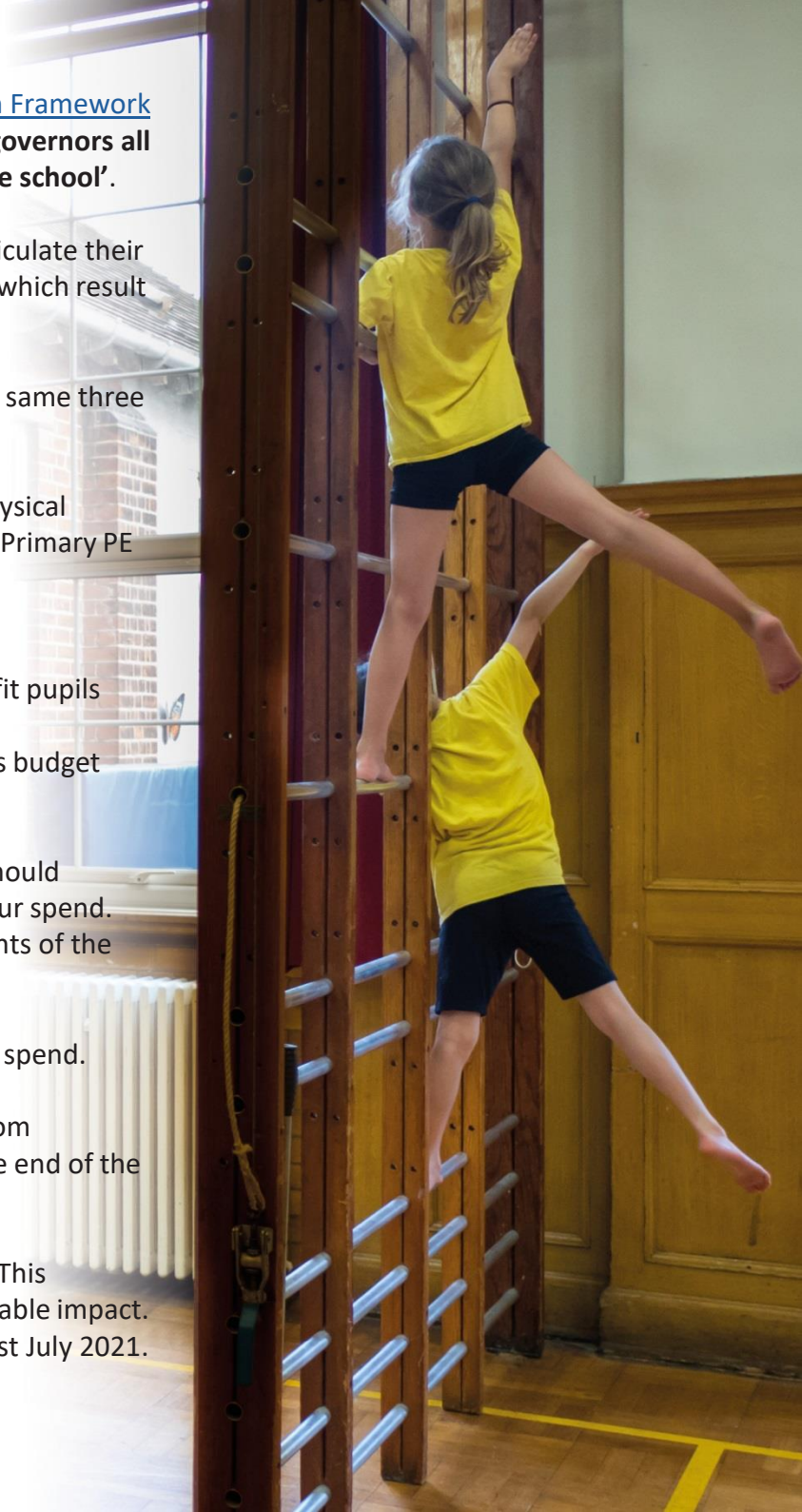
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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:
<p>All of Reception, Key Stage One and Two teaching staff were trained in delivering Dance, Yoga, Gymnastics and Rugby sessions through the PE mentoring scheme provided by the Merton School Sports Partnership. Despite the school closures during the academic year, staff were still able to receive the planned training albeit a reduced number of weeks, and our school links with the WJTI (Wimbledon Junior Tennis Initiative), Wimbledon Hockey Club and the AELTC (All England Lawn Tennis and Croquet Club) also led to support and after school clubs being run for Years 2, 3, 4, 5 and 6.</p> <p>Staff were given resources for socially distanced PE lessons if needed and PE timetabling was adapted to enable the use of equipment adhering to current guidelines.</p> <p>Home learning via Google Classroom included weekly challenges set by the Merton School Sports Partnership for all of KS1 and 2 and Year 6 took part in the virtual competitions held over the Lockdown period.</p> <p>Upon returning to school in the summer term, Year 6 were able to attend six local festivals playing other schools in: Tag Rugby, Cricket and Multi Skills.</p> <p>Bikeability training – Year 6 (level 2) 4 days (18 children)  Year 6 (level 2) 4 days (12 children)  Year 5 (level 1) 1 day (18 children)  Year 4 (level 1) 1 day (18 children)</p> <p>Reception – stability bike training (Whole cohort 54 children)</p> <p>We currently hold a Platinum Merton School Sports Mark 2021 due to our continued commitment to providing children with a range of curricular and extra-curricular activities.</p>	<p>Feedback from staff highlighted there continues to be a need for support in specialist areas: Gymnastics and Dance, especially given the adapting of certain teaching due to Covid-related restrictions.</p> <p>Coaching arranged for the academic year 2020/21 will focus on these areas as a priority.</p> <p>Feedback following the recent introduction of yoga to PE sessions showed that children enjoyed this and this will continue to be incorporated within the curriculum.</p>

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

**Total amount carried forward from 2019/2020 £6, 000**

**+ Total amount for this academic year 2020/2021 £ 19, 500**

**= Total to be spent by 31st July 2021 £ 25, 500 - Money carried across is budgeted to spend in following academic year**

<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>	64%
<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>	87%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	36%
<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/ <u>No</u>

## 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: £25, 500		Date Updated: July 2021	
<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:
					36%
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:
All children to know the importance of daily physical activity for a healthy lifestyle. All children to be engaging in regular daily physical activity.	Opportunities for children to take ownership of their activities through own choice of equipment. Zones dedicated to different activities. Y5 Leadership programme to deliver a range of multiskills activities (Covid rules – dependent) All staff asked to complete Daily Mile on non-PE days with their classes. High quality resources to engage children in regular physical activity.	£3003.95  (Resources/equipment)  £6000 for sheds/storage for new equipment £200 (maintenance check)	Children able to complete a range of activities with increased confidence. Children motivated to beat their personal score for Daily Mile. Children able to explain benefits of regular physical activity on their health.		Staff regularly reminded at staff meetings regarding Daily Mile and to give children opportunities to beat their own scores.
<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:
					12.5%
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>To raise profile of PE and Physical activity across the school.</p> <p>To enthuse children to participate in a range of physical activity.</p> <p>To increase the number of children able to swim 25m by end of KS2</p>	<p>Celebration of physical activity during assemblies.</p> <p>Use of physical opportunities throughout the day (movement breaks.)</p> <p>Create a display to celebrate school successes in inter-school competitions and well as linked to national/international competitions (e.g Euro 2020)</p> <p>Sporting successes highlighted in weekly newsletter.</p> <p>External taster sessions with local clubs to encourage a range of sports (Covid rules– dependent)</p> <p>‘Top Up’ swimming lessons</p>	<p><b>£185.00</b> (admin PE time teacher released)</p> <p><b>£3000</b></p> <p>underspend to be used for this</p>	<p>Children are encouraged to become more active (more children signing up for extra-curricular activities.)</p> <p>Sharing children’s successes inspired others to try new sports.</p> <p>Increased participation in extra-curricular clubs following taster sessions.</p> <p>Improved concentration after regular movement breaks (teacher tracking.)</p>	<p>Subject leader to continue to work with local clubs to encourage a range of clubs to offer.</p> <p>Year 6 monitors to be give responsibilities of reporting on inter-competitions (match reports for newsletters) and upkeep of PE display regarding current news.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				<b>37%</b>
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:
Increase confidence, knowledge and skills of all staff in teaching PE and Sport.	<p>Staff survey at end of previous academic year to identify training needs.</p> <p>Mentoring coaching with Merton School Sports Partnership in specialist areas for staff in Reception to KS2.</p> <p>Observing of PE lessons to ensure delivery of high-quality PE lessons and to identify training needs.</p>	<b>£9350</b>	<p>Increased confidence, self-esteem and a real desire to learn. The enjoyment of PE increased participation in wider activities (higher numbers on waiting list for lunch time and after-school clubs.)</p> <p>Development of co-operation/working in groups/desire to learn impacted right across the</p>	<p>Regular feedback following coaching support sessions to ensure staff receive appropriate allocation of mentoring.</p> <p>Yearly staff survey to identify training needs.</p> <p>Yearly subscription to MSSP schemes of work.</p>

	Regular audit of PE resources Use of resources that allow for High Quality teaching and learning (MSSP schemes of work)	£40	whole curriculum and standards improved significantly. Teachers have reported fewer non-participants.  Progressive sequences of learning challenge children of all abilities so all make progress.	
<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	
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:
Inspire children to participate in a wide range sports and activities.  <i>Additional achievements:</i>	Conduct a pupil survey asking what they want to see included in the school's PE and PA provision.  Develop links with local clubs and invite taster sessions for new activities.		Increased participation in extra-curricular activities. Links with local clubs help identify talent (eg Wimbledon Hockey Club Summer programme gifted to identified pupil.)	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.5%
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>Leaving Year 6, children should understand and be competent to throw and catch and use a range of skills to play invasion games as well as racket and ball games using tactics and strategies.</p> <p>Children should understand how good sportsmanship is import and be able to follow the rules and respect a referee's decision.</p> <p>Children should develop a love for sport and understand the importance of keep fit for a healthy lifestyle into adulthood.</p>	Year 6 were able to attend six local festivals playing other schools in: Tag Rugby, Cricket and Multi Skills.	<b>£2422.50</b> (MSSP Aff fee)	Confidence in themselves and pride in representing their school.	Continue to enter the cluster events if they are able to go ahead next academic year.

Signed off by	
Head Teacher:	<i>Frieda Perry</i>
Date:	<i>July 2021</i>
Subject Leader:	<i>K Kenny</i>
Date:	<i>July 2021</i>
Governor:	<i>N Nel</i>
Date:	<i>July 2021</i>