

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 **31st 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"> • Improved facilities to enable children to experience all sports in all weather conditions on an astro-pitch. • Provided children with new sports equipment to enhance playtimes and increase sports participation during these times. • Provided opportunities for children to have access to climbing and enhancing their core balance and co-ordination skills using new playground equipment. • Continued to ensure that all children have 30 minutes of physical activity daily and 2 hours of timetabled PE lessons weekly despite the restrictions implemented in school in response to the Coronavirus pandemic. • Continued to support staff CPD of PE with external coaches. | <ul style="list-style-type: none"> • Increased attendance of KS2 extra-curricular clubs. • Increased attendance of children in KS2 to want to participate in lunchtime clubs. • Improved progression and curriculum coverage in teaching PE across the school through the introduction of a new PE scheme with integrated assessment. |

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.

| | | | | |
|---|--|--|---|--|
| Academic Year: September 2020 to March 2021 | | Total fund carried over: £17,980 | Date Updated: 27/1/21 | |
| What Key indicator(s) are you going to focus on? Key indicators 1,2 and 4 | | | | Total Carry Over Funding: £17,980 |
| Intent | Implementation | | Impact | |
| 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?: |
| All children to use and access an all-weather astro-pitch to enhance daily activity and sports participation. | All children have access to the astro-pitch during break/lunchtimes as part of a weekly rota and PE lessons. | All carry over funding of £17,980 allocated to the total cost of £32,707 | Too early to measure full impact as astro-pitch was only finished in December 2020 and then school was closed to the majority of children due to the Coronavirus pandemic. From the 48% of children who are currently in school, all children are using a variety of sports equipment at break and lunch times to enhance their daily activity. | When schools open fully, use astro-pitch for structured lunchtime sports clubs. |

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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. | Data entered Summer 2021 |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. | Data entered Summer 2021 |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | Data entered Summer 2021 |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | Data entered Summer 2021 |
| 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? | 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.

| Academic Year: 2020/21 | | Total fund allocated: £16,727 | | Date Updated: 27.1.21 | |
|---|--|--|--|--|--|
| 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 | | | | | Percentage of total allocation: 48% |
| 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?: |
| <ul style="list-style-type: none"> Educate children in the value and benefits of a healthy active lifestyle to support good mental health. Ensure a high quality school sports offer develops competent and confident children with the aim of inspiring lifelong participation in physical activity. Provide better resources for daily physical activity during break and lunchtimes. Fully embed the use of the astro-pitch to support at least 30 minutes of daily physical exercise and within PE lessons. | | <ul style="list-style-type: none"> Benefits of physical activity emphasised in cross-curricular contexts and active learning encouraged throughout the school day. Staff track and monitor physical activity engagement and specific target children who are less active. Ensure all children use sports equipment to help develop core skills during daily activity times. Timetabled use of the astro-pitch during break and lunchtimes with sports equipment. | | <ul style="list-style-type: none"> £1000 £7047 | Sustainability and suggested next steps: |

| | | | | |
|---|--|---|---|---|
| | | | | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 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: |
| <ul style="list-style-type: none"> All children leave St. Augustine's being able to swim 25m in a recognised stroke. | Swimming catch-up | <ul style="list-style-type: none"> £1000 | <ul style="list-style-type: none"> Improved percentage of children being able to meet swimming requirements for the end of Y6. | <ul style="list-style-type: none"> Weak swimmers targeted early and provided with catch-up swimming support over a longer period of time (COVID permitting). |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|---|--|--|
| | | | | 22% |
| 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"> Improve the confidence of non-specialist staff in delivering high quality PE lessons. | <ul style="list-style-type: none"> Buy new PE scheme and use external coaches to support staff CPD. | <ul style="list-style-type: none"> £3825 | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 22% |
| 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>Additional achievements:</p> <ul style="list-style-type: none"> Continue to offer football, tennis basketball and rugby as an extra-curricular activity to all KS2 children. Train Y6 sports ambassadors to continue to support PE lunch clubs once COVID-19 restrictions are lifted. | <ul style="list-style-type: none"> Continue to liaise with external coaches. Continue to liaise with the Ridgeway Sports Association who support the training of sports ambassadors. | <ul style="list-style-type: none"> £3825 | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|---|--|--|
| | | | | 2% |
| 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"> Fully participate in events/competitions organised through the membership of the Ridgeway Sports Association. | <ul style="list-style-type: none"> Attend all COVID safe fixtures and events in the West Dorset area. | <ul style="list-style-type: none"> £30 | | |

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| Signed off by | |
| Head Teacher: | Mrs Emma Berry |
| Date: | 27.1.21 |
| Subject Leader: | Mr Rob Boucher |
| Date: | 27.1.21 |
| Governor: | Mrs Sian Lydford |
| Date: | 27.1.21 |