

# 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

Weddington Primary School – 2020 - 2021



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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• During the difficult year, the profile of PE has been raised throughout the school via clubs in Year 3 and 4, online competitions and active opportunities such as bikeability and Youskip.</li> <li>• P.E. equipment has been safety checked to ensure it is ok to use for all children and staff</li> <li>• The school provides 2 hours of P.E per class, per week, thus exceeding pupil engagement targets.</li> <li>• Clubs have been provided for Year 4 and 3 children during the summer term</li> <li>• NBLT Club offered to Year 2 children</li> <li>• Employed an enthusiastic and skilled sports apprentice to help lead PE sessions with teacher</li> <li>• Participation in online competitive games occurring through School Games</li> <li>• Bike-ability sessions are provided for a range of age groups within the school.</li> <li>• Change 4 Life sessions are delivered in Year 3 and 4 to encourage pupils to lead healthy lifestyles.</li> <li>• The introduction of some sports equipment during playtime which children have responded well to</li> <li>• Effective use of planning from PEHub which has helped teachers during their PE lessons</li> </ul>	<p>Aims for September 2021</p> <ul style="list-style-type: none"> <li>• Use of the supporting TAs to implement the MATP programme with provision of lunchtime clubs.</li> <li>• Increased activity within the school day through the zoning of playgrounds, not fully established owing to lockdown. View to extending this to 5/6.</li> <li>• Raise the profile of P.E. at break and lunchtimes through further developing leaders and extending scope to both KS1 and KS2 playgrounds.</li> <li>• Increased participation of A and B teams in school competitions.</li> <li>• Staff CPD to understand, implement and assess the impact of their PE provision regarding curriculum intent and the new PESSPA (PE, School Sport, Physical Activity) spectrum.</li> <li>• Increased activity through potential active maths subscription.</li> <li>• Receive quotes for an active mile track in the school playing fields and research further.</li> <li>• Increased provision of school led clubs to encourage further participation in School Games events such as, ultimate Frisbee, cricket and hockey.</li> <li>• ‘Walk to School’ initiative to be launched to encourage healthy lifestyles.</li> <li>• All children to be included within PE lessons, sports events and competitions. Different abilities of children to experience competitions.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO \*  
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: £0</b>	<b>Date Updated:10.6.21</b>
What Key indicator(s) are you going to focus on?			<b>Total Carry Over Funding:</b> £0
<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?:

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £19,766		<b>Date Updated:</b> 10.6.21	
<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: 36.2%
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?
PE taught for 2 hours per week from Year 1 to Year 6		Staff accountable for ensuring maximum movement and participation in every PE lesson		N/A	Children are active within school through play time and in their PE lessons
Children in Year 3 have had sports equipment out on the playground during break and lunch time		Children to increase their confidence and knowledge on sports such as football		N/A	Many children are enjoying break/lunch time as they are playing sports and have access to sports equipment
EYFS is committed to the physical development aspect of their curriculum through the use of dough disco, bikes and apparatus in the outdoor environment.		Children have the opportunity to take part in daily physical activities		N/A	Children are experiencing physical daily activity and have access to equipment to help them with this
					Next year to allow more sports equipment out on the playtime so children have the experience of using different types of PE equipment Different year groups to also use equipment

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				92%%
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:
Children experienced 2 weeks of YouSkip challenge June 7 <sup>th</sup> – June 18 <sup>th</sup>	Purchase of jump ropes	£183	Children enjoyed learning new skipping skills during play time and in PE lessons.	Will complete pupil voice to see whether to take part next year or is there another sport children are interested in trying?
Children's sporting achievements are praised in assembly with information provided to encourage other children to join the teams/events.	Teachers will ask JK to mention children in assembly for their sporting achievements			Update Weddington sporting achievement board to include children's achievements from outside of school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
Employment of PE apprentice who is timetabled to support and co-teach in all year groups	A fulltime apprentice is employed by the school to carry out PE lessons with children and to support teachers in PE lessons.	£7,156	LP was able to: <ul style="list-style-type: none"> <li>- Deliver lessons</li> <li>- Communicate professionally</li> <li>- Increase knowledge on subject</li> <li>- Behaviour management</li> <li>- Organise PE lessons</li> </ul>	Hopefully in September LP will be able to cross in to different classes to support teachers in delivering their lessons
Continue the use of PEHub for teacher's planning	Lesson plans are being used by teachers across the school to increase their knowledge and confidence of teaching the lessons		Children are experiencing greater and in-depth PE lessons. Teachers are feeling more confident in teaching PE as they have an effective plan to follow	Continue with the PE Hub planning in September

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 76.25%
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:
To ensure sports equipment is safe to use for all children and staff	Sports safe repairs to all PE equipment inside and out to ensure the safety of all pupils on apparatus.	£1748.79	PE equipment available for all children to use	Continue to use Sports safe
Teacher led clubs including football and netball (once teachers felt comfortable to lead a club during lockdown)	Year 4 Football club on a Monday and Year 4 and 3 netball club on Mondays and Tuesdays	N/A	Clubs were popular in the year groups they were offered to	Clubs are well established and popular but need to increase the number of clubs available to children in the Autumn term – questionnaire sent out to staff to see what clubs’ teachers are willing to run
Change for Life offered to Year 3 and 4	Children to learn about the different food groups and what keeps them healthy	N/A	Children gained knowledge on healthy food groups	Continue to promote Chang4life in school

PGL trip for Year 6 in June	Children will learn new skills during their trip that they wouldn't usually have the opportunity to do including: canoeing, abseiling and climbing.	N/A	Children to increase in confidence as they will be taking part in new activities.	Continue to encourage participation in residential trips
Bikeability for reception, Year 3 and Year 5	Children will learn pre-pedal in reception, control in Year 3/4 and road safety in Year 5	£1620	Children will grow in confidence when riding their bike and will understand about road safety	Continue 21/22
1-2-1 TAs employed for PE purposes to give access to all disabled children to the PE curriculum	Ensure inclusion within PE lessons	£11704	Children were able to take part in all PE sessions to ensure every child was accessing the same curriculum as their peers.	Continue to develop in 21/22
NBLT before and after clubs which provides a range of sporting opportunities	Multi skills club offered to Year 2	£150	12 children from Year 2 signed up to the club which was £2.50 a session.	We need to increase the number of children participating in the NBLT Clubs. Pupil Voice in September to see what clubs the children are interested in.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Competing in online competitions. Year 4 took part in online competitions with School Games	Children experienced sporting competitions even during lockdown	N/A	Those children who have missed competing in sporting events, had the change to taking part in different competitions	Covid permitting, develop further in 21/22
				Total spend: £22,411.79  As a percentage 113.3%

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