

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:

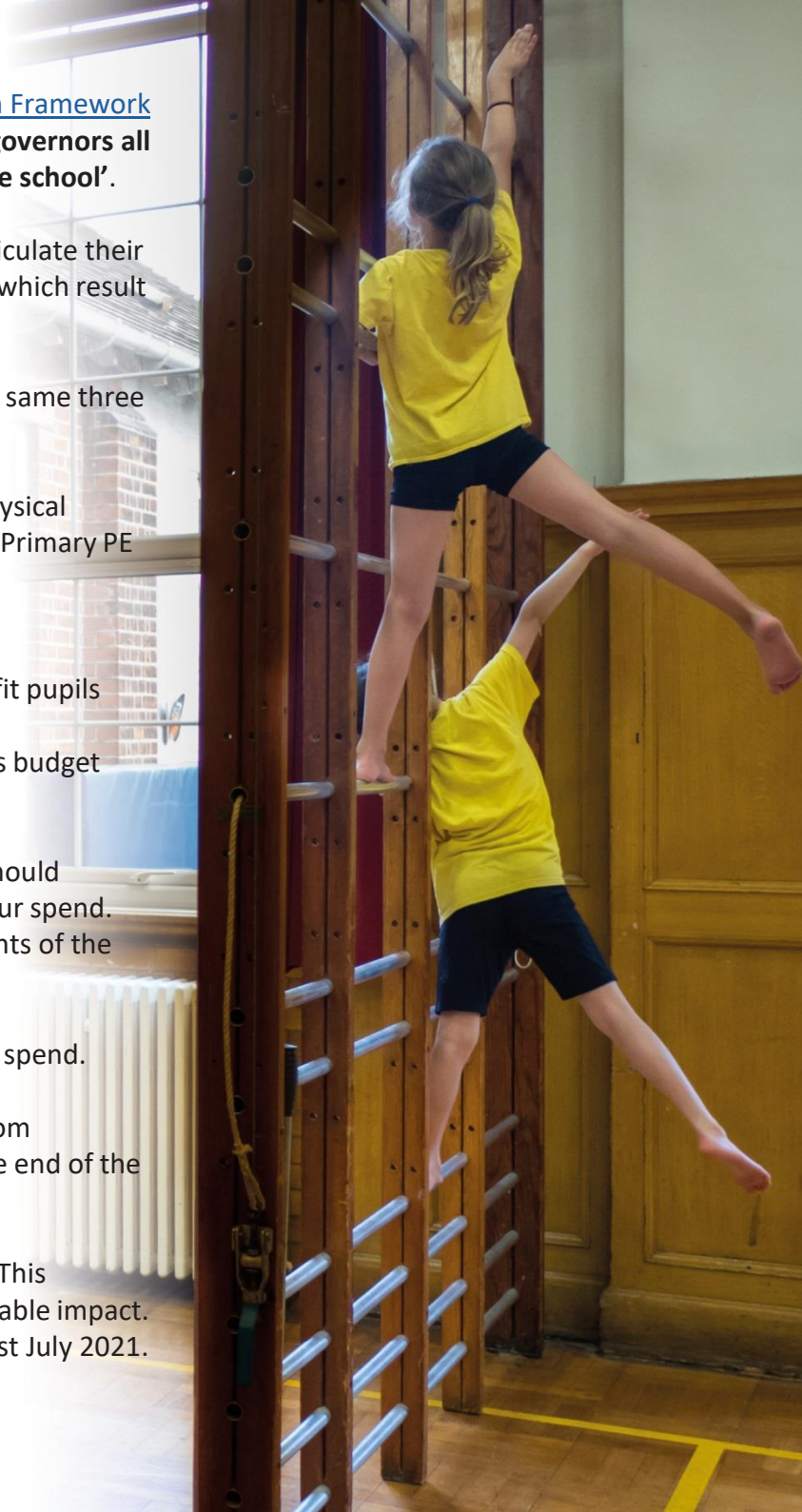
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk 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 **31st 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 2020:	Areas for further improvement and baseline evidence of need:
<p>Ellen Tinkham School was only open on a very limited basis to critical workers and vulnerable pupils as identified by Social Workers from April 2020 to August 2020. When we re-opened in September 2020 were unable to access any offsite activities, including swimming and this has remained the case throughout the year. This has severely limited the scope of what we have been able to offer with Sports Premium funding</p>	<p>Pupils to access offsite activities once COVID restrictions ease. Activities to include; swimming, Active Devon events and events ran by the School Games Officers. More opportunities for physical exercise throughout the school day Funding to be used to raise profile of PESSPA through federation- promotion, events and equipment. Staff CPD. Identify areas of improvement with curriculum and how can they be improved?</p>

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

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£1020.....**
+ Total amount for this academic year 2020/2021 **£17000.....**
= Total to be spent by 31st July 2021 **£18020.....**

<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>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.</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>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.</p> <p>Please see note above.</p>	43%
<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>	19%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>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?</p>	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: £	Date Updated:		
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:
				%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Encourage active play during break and lunch times.	Purchase Games Kits for bubbles so that each separate bubble can access activities during break and lunchtimes. Other general resources	£652 £87	Pupils engaged in structured activities with peers, Staff model games and activities which pupils can engage and learn and then play themselves.	To use feedback from bubbles in regards to providing equipment for further opportunities. PE Lead to offer lunchtime club alongside play facilitator twice weekly to suggest different activities
Classes engaging in morning “ready to learn”. A 15-minute activity specific to each class/bubble	Classes/bubbles to offer a range of activities to develop their gross and fine motor skills. Classes/bubbles to request equipment for sessions (if needed)	£100	An additional method of ensuring physical activity is implemented into the school day.	Ensure all classes are engaged and PE Lead to be available to help with planning and activity ideas.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Pupils understand the need to maintain a healthy lifestyle and having healthy snacks is promoted by staff daily and within our newsletters to parents	Staff to promote healthy choices in their own snack choices. Fruit available to those who require it.		Pupils understand healthy choices for snacks and begin to implement that into lunch choices	Cross-over with Science lessons to continue building knowledge and continue reinforcing what is a healthy choice.
To raise school profile when competing in schools' tournaments by providing sports kit with school logo.	Purchase sports kits in a range of sizes for pupils and staff.	£582	Pupils feel like a team when wearing the kit, different classes come together to wear kit and gives a sense of togetherness.	Pupil voice; "now we have these nice sports t-shirts, a new football kit would be nice". Replacements and different sizes ordered as cohort changes.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
We want to train staff to lead P.E. sessions with confidence across Key Stage 2 Classes.	HTLA specialist in P.E. to lead P.E sessions across Key Stage 2 for one day a week to upskill class teams in leading suitable activities.	£5000	PE provision across Key Stage 2 is consistent and all pupils are able to access 1 taught lesson a week individualised to the pupils need.	Roll out to Key Stage 1 and review provision for Key Stage 2 and purchase equipment that might be required.

CPD within school by the PE Lead/external provider to disseminate more ideas, introduce new initiatives and develop best practice.	PE Lead to identify areas within the PE curriculum that need improvement and identify who can engage and support our needs.		A wide range of activities (some led by outside coaches) are offered through the curriculum ensuring our pupils are developing the required skills to develop.	Teachers to observe/attend workshops or a block of lessons provided by an outside coach.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: Promote cycling as a means of improving health and fitness by providing a range of adapted bikes.	Purchase a range of adapted bikes, bike helmets and high viz vests and bike storage.	£4,035	All pupils can now access a bike riding session, it's an alternative provision and another way for pupils to achieve daily recommended exercise target.	On-going maintenance, bikeability sessions and a bike riding development scheme
Identify pupils that are not engaging in PE and/or extra-curricular activities and work with those pupils to ensure they are given opportunities appropriate to them	HLTA time used to ensure that all pupils access a taught PE lesson and those pupils identified as needing additional support are given opportunities to receive this		Every pupil accesses the PE curriculum and is offered an individualised PE experience based upon their needs.	Review pupil lists and identify any additional pupils who need additional support, work with class teachers on how PE can support in other areas of school life and how it can be implemented

Key indicator 5: Increased participation in competitive sport				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:
To increase involvement and enjoyment in competitive sports (inter and intra school) as a school team against other schools	Networking with teachers at Devon SEND PE Network meeting to identify appropriate events for pupils. Events put together by PE Lead such as Sports Week		10 pupils from KS2 attended an inclusive Rugby Festival ran by Exeter Chiefs community department. Sports week was scheduled for w/c 12/7	As restrictions ease more events will be ran by Active Devon and St Luke's School Sport Partnership. Intra school events will allow us to run events identified as not being offered.