

# 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](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 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:
As part of our 19/20 Sports premium plan we had an apprentice appointed, unfortunately due to the pandemic his contact experience was cut short, so we extended his contract by 3 months to compensate. We felt it was extremely important to retain his services due to children missing out on face to face PE.	On return to school the children have received high quality PE from both the PE teacher and last academic years apprentice, this has certainly been beneficial for the children in many ways, firstly the online learning he was teaching the children during 20/21 lockdown, responding to the online learning through seesaw, lunch clubs with the children as well as the high quality teaching that was being applied with the vast experience he has gained over the last year.

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

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: £4795</b>	<b>Date Updated: 31/03/2021</b>		
What Key indicator(s) are you going to focus on? 1 and 2				<b>Total Carry Over Funding:</b>
				£4795
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
The extension of The PE apprentices contract here at school to aid in the delivery of high quality PE.	Jack was given his own timetable and delivered PE to the school alongside Mr McDonough. During lockdown this additional support in PE has helped deliver 2 home PE Lessons a week via the new online platform REAL PE, as well as a getset for PE activity, all linked to the schemes of work at school	Carry over funding allocated: £4795	Assessments have been generally good across school. During lockdown we have also been delivering 2 home PE Lessons a week. This has helped keep children active whilst also being linked to the PE Curriculum in school.	To help catch up on the learning that has been lost it has been invaluable to have this support at a time the children have needed it most.

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.	Due to the Coronavirus Pandemic and associated Risk Assessments, swimming did not take place during 2020/2021
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/No

No swimming took place due to ring fencing and social distancing measures

## 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:	
<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:
				%
Intent	Implementation		Impact	
1) Ensure every child has multiple opportunities to choose from physical activities that they wish to partake in during lunch times.	PE coordinator to liaise with sports ambassadors to ensure that equipment that is in demand has been purchased	Funding allocated: £500	The evidence will be captured through photographs which will show the use of the equipment.	Sustainability and suggested next steps:
2) Active lunches	Midday supervisors to be given further training through JH cluster to provide lunchtime activities.	*	The midday supervisors were given more ways of leading games during lunchtimes.	PE coordinator will ensure the activities are run consistently by working with the lead midday supervisors and providing further training (if necessary).
3) To give children opportunities to get active during long teaching sessions.	Thorpe Primary School to use a "Gonoodle" account to enable all staff members and children across the school to increase physical activity.	N/A	All members of staff will be required to sign up and PE lead will have access to usage.	Continue to give children the opportunity to get active in longer lessons through the use of 'gonoodle'. Alternatively, use the free membership.
4) To take part in the EYFS and year 1 multi-skills festivals, alongside attending the year 4 rowing festival at Jack Hunt School.	Liaise with Jack Hunt School and class teachers, ensuring children attend the extra activities offered.	*	Pictures were taken of children during these sessions and displayed on the screens across school.	To continue working closely with Jack Hunt School as they provide further opportunities for our children.



5) Moki- electronic step counters	To raise the amount of physical activity across school using pedometers for class challenges.	£6,500	To see a gradual increase in steps across the school as they get enthused by the class challenges	End of year prizes for the class/year groups with the highest progression.
6)				
<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:
				%
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:
1) Athlete Mentor visits	To support Inspire+ for the school visits of elite athletes. Thorpe Primary School to select 2 workshops prior to the event for the Athlete Mentor to lead on the day. Thorpe Primary School to choose who the workshops are aimed at in their school to ensure relevance and largest impact.	*	To monitor the effectiveness of athlete mentors through feedback from pupils.	Continue to work with Jack Hunt School.

2) Health and wellbeing day	Thorpe to take our chosen student to JH school to learn more about Healthy lifestyles, Healthy eating and Physical activity.	*	Children to feedback their findings to others.	Continue to work with Jack Hunt School.
3) Sports Zone Magazine	A magazine that helps to document the activities that Thorpe have taken part in on a termly basis.	*		Continue to work with Jack Hunt School.
4) Bronze Ambassador training	Two students have been trained in basic leadership and have shared ideas with their staff on how to support back at school with existing clubs or new clubs over a term	*	Chosen children to share their ideas to the rest of their classes.	Continue to work with Jack Hunt School.
5) Sport Awards Evening	Students to aspire to be selected to attend the JH sports Award to receive an outstanding achievement award for contribution to school sport at their school in the previous year.	*	Attended by PE lead and children are currently aspiring to be the next individual to have the opportunity to receive an award at the Sports Awards Evening.	Continue to work with Jack Hunt School.
6) PE apprentice	TPS to employ a PE apprentice to raise the profile of Physical Education within the school.	£8744	Increased physical activity through focus groups within lessons and after school clubs.	Developing members of staff through specialist subject knowledge and delivery. <i>Due to partial school closure, contract has been extended until Dec 2012 – est £2186</i>
7) Provide upper year 5 children with first aid training.	Liaise with external agencies who provide first aid training for children.	See note*	Certificates were provided for all children who took part and it resulted in providing life- skills for all involved.	To continue to work with Vivacity who provided the training, in order to find cheaper alternatives. <i>*Not complete due to Covid19 – budgeted amount was £240</i>



8)Roots to food- To give children the understanding of the importance of nutrition	Provide nutritional cooking workshops	See note*	Heighten understanding of why a balanced diet and eating healthy is vital for our bodies	Continue liaising with 'Roots2Food' for future opportunities. <i>*Not complete du to Covid19 – budgeted amount was £300</i>
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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:
1) Active lunches	PE coordinator to arrange training for midday supervisors through the Jack hunt cluster.	See note*	Midday supervisors to sign upon attending. PE lead to liaise with midday supervisors to ensure children re more active through activities.	PE coordinator will ensure the activated are run consistently by working with the lead midday supervisor and providing further training (if necessary). <i>*Not complete du to Covid19 – budgeted amount was £450</i>
2) Increase skills of PE lead/ coach	To attend CPD sessions provided by the Jack Hunt cluster	£595	To ensure new ideas are introduced to the school through attendance of sessions. REAL PE Curriculum tool	To continue to work with Jack Hunt School.
3) Increase skills of PE lead/ coach through curriculum scheme of works	Purchase Get Set4PE	See note*		<i>*Not complete du to Covid19 – budgeted amount was £580</i>

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:
1) Legacy festival	Liaise with JH, to ensure event takes place.	*	Photographs of the event to be taken and to allow year 6 pupils to compete with, and interact with their peers to be.	Continue to work with JH on future festivals.
2) Sports festival	Liaise with JH, to ensure event takes place.	*	Photographs to be taken and displayed on school digital screens.	Continue to work with JH on future festivals.
3) House competition	To plan with PE teacher to ensure more students take part.	Repeated	To ensure all students take part.	Continue to improve the logistics of the house competition as we convert into a three- form entry.

4) Sports day	To ensure newer, more different activities introduced as part of sports day event.	Repeated	Record results and ensure all students participate.	Continue to improve the logistics of the sports day as we convert into a three- form entry.
5) Top up swimming sessions	To provide further opportunities to children who have not had extracurricular opportunities for swimming.	See note*	To increase the number of children who are swimming 25 metres by year 6.	Continue to work with these children and aim to introduce swimming at an earlier for some children. <i>*Not complete du to Covid19 – budgeted amount was £432</i>
6) After school clubs	Employ sports coach to run after school activities for children	£1962	To keep registers of children who are attending and the number of children gaining exposure to these new activities.	Continue to work with sports coach, ensuring he is promoting how the children can access these sports/ activities outside of school.
7) Assemblies	Inspire+ Assemblies	£250		



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:
1) Football festival at the grange	Liaise with Jack Hunt to ensure we have the children ready for the upcoming inter- schools competition.	*	Results to be recorded, photographs to be taken and children to be given participatory certificates.	Continue to work with JH to provide further competitive opportunities.
2) Girls football at Thorpe Primary School	Liaise with Jack Hunt to ensure we have the children ready for the upcoming inter- schools competition.	*	Results to be recorded, photographs to be taken and children to be given participatory certificates.	Continue to work with JH to provide further competitive opportunities.
3) Rugby festival	Liaise with Jack Hunt to ensure we have the children ready for the upcoming inter- schools competition.	*	Results to be recorded, photographs to be taken and children to be given participatory certificates.	Continue to work with JH to provide further competitive opportunities.

4) Establish a link with a local sports club so the children are aware of a common place to go to should they wish to attend after/ out of school sports.	Contact a local sports club who will be willing to come in and offer this across the school.	N/A	Record data of how many children now attend the club outside of school	Children to be given information on the times the club runs its sessions.
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\*Jack Hunt cluster=£4,750

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