

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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](http://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. **All funding must be spent by 31st July 2022.**

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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,940
How much (if any) do you intend to carry over from this total fund into 2021/22?	£13,044
Total amount allocated for 2021/22	£16,940
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29,984

## Swimming Data

Please report on your Swimming Data below.

<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 then 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 2020.</p> <p>Please see note above</p>	27%
<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>	0%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	0%
<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>	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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £16,940		<b>Date Updated:</b> 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: 77%
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?:	
Due to the restrictions of lockdown reception pupils have had limited opportunities to establish active lifestyles. In order to ensure that all EYFS pupils undertake at least 30 minutes of physical activity each day Torfield will develop the EYFS outdoor space using equipment designed to develop pupils' locomotor and fine-motor skills. This will establish early on the importance and expectation that pupils undertake regular physical activity and will help with the maintenance of healthy weights and the development of strong bones, muscles and heart in addition to improving pupils' physical stability and confidence.		Actions: <ul style="list-style-type: none"> <li>EYFS lead and learning leader for PE to work with equipment consultants to design equipment which will develop pupils' locomotor and fine motor skills and is appropriate for the EYFS site.</li> <li>Construct specialist PE equipment in EYFS.</li> </ul>		Funding allocated:  £13,044 (Carried over to 21/22)	
				KPIs: <ul style="list-style-type: none"> <li>All EYFS pupils are undertaking at least 30 minutes of physical activity every day in school.</li> <li>All EYFS pupils are making at least good progress towards their physical development goals.</li> </ul>	
				Sustainability and suggested next steps:  Learning Lead for PE to design and deliver CPD of EYFS TAs on how they can utilise the new equipment to better develop pupils' locomotor and fine motor skills.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12%
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:
In order to raise the profile and importance of enjoying regular physical activity and the development of healthy lifestyles, Torfield's personal development targets (Rainbow Awards) focus on the importance of developing healthy attitudes and lifestyles. As pupils develop healthier and more active lifestyles this will support their wider engagement and behaviour for learning across the whole school.	<p>Actions:</p> <ul style="list-style-type: none"> <li>• Class Teachers to establish personal development goals for each individual pupil and to plan opportunities to support their progress towards these goals.</li> <li>• SLT to review each individual pupils' progress towards these goals and to allocate resources accordingly.</li> <li>• Weekly celebration assemblies recognise and reward pupils' achievements in engaging with physical activity and sport.</li> </ul>	£2,000	<p>KPIs:</p> <ul style="list-style-type: none"> <li>• Multi Agency Pupil Progress Meetings show that all pupils are making at least good progress towards meeting their personal development targets.</li> <li>• Learning Walks and MAPPs show that behaviour for learning in Torfield is outstanding.</li> </ul>	SLT to support class teachers' use of online Rainbow award reporting to ensure that all information about pupils' progress towards their personal development goals is 'live'.

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:
Due to Covid-19 restrictions planned activities around increasing the confidence, knowledge and skills of all staff in teaching PE and sport through the use of external facilitators was not possible. As a contingency we ensured that all pupils were benefiting from PE lessons taught by staff who were confident, knowledgeable and skilful by utilising in-house expertise.	<p>Actions:</p> <ul style="list-style-type: none"> <li>• SLT to review teachers' confidence, knowledge and skills in teaching PE to identify examples of best practice and areas for development.</li> <li>• SLT to create opportunities for team-teaching to develop and enhance teachers' confidence, knowledge and skills in teaching PE.</li> </ul>	£0	<p>KPIs:</p> <ul style="list-style-type: none"> <li>• Learning Walks show that all pupils are benefitting from high-quality PE lessons.</li> <li>• Performance Management shows that teachers identified as need support in developing their confidence, knowledge and skills in teaching PE are making progress towards this goal.</li> </ul>	Carry out an audit of all adults' confidence knowledge and skills in teaching PE to identify needs and opportunities for future CPD. Review the use of external facilitators.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11%
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' limited exposure to sport and physical activity outside of school means that few pupils have an understanding or experience of physical activities beyond football. In order to raise the profile of sport and physical activity and to increase pupils' awareness and experiences of it Torfield will provide pupils with a wealth of experiences of as wide a range of sports and physical activities as possible. This will include improving pupils' understanding and experiences of competitive sports.	<p>Actions:</p> <ul style="list-style-type: none"> <li>• Learning Lead for PE to audit PE equipment and ensure that as broad a range of sports and physical activities are resourced for.</li> <li>• Learning Lead for PE to review and develop PE planning to ensure that class teachers are developing pupils' understanding of and experience in a broad range of sports.</li> <li>• Learning Lead for PE to plan and deliver a whole-school sports day focussed upon developing pupils' understanding of a wide range of sports including opportunities for competition.</li> </ul>	£1,896	<p>KPIs:</p> <ul style="list-style-type: none"> <li>• Learning walks and planning reviews show that pupils are benefiting from PE lessons which broaden their experiences of as wide a range of sports and physical activities as possible.</li> <li>• All pupils engage with whole-school sports day.</li> <li>• All pupils make at least good progress towards their individual PE targets</li> </ul>	Learning Lead for PE to ensure that rainbow awards are being used to celebrate and reward pupils' engagement with a wide range of physical activity and competitive sport.

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:
Due to Covid-19 restrictions planned opportunities for pupils to take part in inter-school competitions were not possible. Instead the school's personal development rewards were used to promote and develop the attributes which pupils need in order to engage with competitive sports such as resilience, determination, communication and cooperation. While Covid-19 restrictions also prevented intra-school competitions PE lessons and sports day were used to increase pupils' participation in competitive sports.	<p>Actions:</p> <ul style="list-style-type: none"> <li>• Class Teachers to identify individual pupils personal development goals which will facilitate successful engagement with competitive sport.</li> <li>• Learning Lead for PE to provide planning and resources to create opportunities for competitive sport within PE lessons</li> <li>• Learning Lead for PE to plan and resource a whole school sports day with an emphasis on competitive sport.</li> </ul>	£0	<p>KPIs:</p> <ul style="list-style-type: none"> <li>• Learning walks and planning reviews show that pupils are benefiting from PE lessons which include an emphasis upon competitive sports.</li> <li>• All pupils engage with whole-school sports day.</li> <li>• All pupils make at least good progress towards their personal development targets.</li> </ul>	<p>Learning Lead for PE will identify opportunities for Torfield pupils to engage with competitive inter-schools sports and will plan a programme of practice sessions to support this.</p> <p>Pupil wellbeing and character development will continue to be supported and celebrated through the Rainbow Awards.</p>