

# 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 **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](#).

# Lambley Primary School Action Plan 2020-2021

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>Quality PE provision offered during lockdown.</p> <p>Successful remote sports day (during lockdown)</p> <p>Increased opportunities for all children in school (and in particular for the younger members of the school community)</p> <p>Fitness tests showed that children's fitness was beginning to improve this year</p>	<p>Continue to build greater opportunities for the younger children in the school</p> <p>Provide additional CPD for all staff (and in particular for the newest members of staff) ensuring teacher practise continues to develop.</p>

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.

<b>Academic Year: September 2020 to March 2021</b>		<b>Total fund carried over: £5000</b>	<b>Date Updated: Nov 2020</b>	
What Key indicator(s) are you going to focus on? <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Total Carry Over Funding: £5000
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?:
Provide CPD opportunities for all class teachers tailored to needs of staff (and pupils). As a result, pupils will have higher standard of PE provision and learning.	Ascertain staff needs and find CPD that supports this.  Sports coaches used to develop and enhance teacher's knowledge and skills	£4000	Staff skills and breadth of knowledge has improved.  Staff confidence has improved. Quality of PE has improved across school.	Staff will be able to deliver wider range of PE and sports.  High quality CPD (that would benefit additional staff) will need renewing (yearly)
To purchase a PE program that will enhance the teaching of PE, lead to staff development, a broad and balanced PE curriculum and whole School improvement (IPep)	Find a suitable PE program; that meets our needs Build program into school's rolling programme for PE Use system to track progress	£1000	PE Programme compliments our curriculum and the work undertaken by additional sports providers and coaches. Staff's confidence in a range of PE sports/activities continues to improve	Programme will need renewing yearly.

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.	
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 2020.	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%
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?	No – Not at present

## 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: 2020/21</b>		<b>Total fund allocated: £17,290</b>		<b>Date Updated: Nov 2020 (live document)</b>	
<b>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</b>					Percentage of total allocation: 39%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:
Re-introduce sports leaders who lead physical activity during break times and lunch times (including purchase of new equipment that is needed) (Post-Covid)		Use PE coach to teach children key leadership skills and activities that they can teach other children in school		£500 (training time)  £500 (equipment)	PE coach is able to share expertise with the children. School has sports leaders that promote fitness throughout school.
Introduce clubs and opportunities that protect our existing bubbles and meets the needs/engages each class on an individual basis.		Questionnaire to find out what clubs the children want.  Provide clubs (when it is safe to do so)  Ensure all year groups have a protected club that develops their engagements, enthusiasm for sport and thus their fitness.		£2500	Uptake at clubs continues to improve.  Children and parents speak positivity about the school's sports calendar.  Children demonstrate new passion and skills in other areas of the PE curriculum.
					Sustainability and suggested next steps:  Train children in LKS2 so school has sports leaders that remain in school for years (who can develop, improve and train others)

To ensure children are given the tools to take responsibility/ownership for their own health and fitness.	Purchase equipment that can be used at playtimes.  Develop sports marking on the playground to promote 'on-going' fitness opportunities	£3000	Evidence (through break times and lunchtimes) that children are pushing themselves to improve	Celebrate children's individual successes with challenge cards (assembly, medals, trophies)
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:  17%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 develop Fitness Day across the school and school community, improving fitness, concentration and readiness for work. (Post-Covid)	Run Fitness club at lunchtime (run a mile)	£0	Health, fitness and well-being of children will continue to improve. Children will show better concentration and readiness for lessons.	If successful, school will continue with and extend initiative
School will apply for and celebrate the Schools Games Mark (SGM)	Review criteria for SGM School to offer a range of sports internally and externally so more children get the chance to participate and excel (whilst also supporting our work on SGM)	£300	School achieves, at least, a Silver award through SGM	Provision enhanced so school can achieve GOLD award through SGM
Trophies and medals to be purchased to celebrate school sports, PE and children's achievements.	Purchase medals and lead celebration assembly	£200	Children know that their efforts and successes are celebrated Parents support our celebrations School continues to raise profile of PE	Trophies can be used year on year. Medals will need replenishing yearly.

<p>Purchase and improve PE equipment that will enhance PE provision and ensure school has the correct equipment to develop a wide range of skills.</p>	<p>Evaluate school's current needs.</p> <p>Purchase the relevant equipment needed to develop and enhance the PE curriculum.</p> <p>Ensure equipment is used throughout the school year and thus enhancing the children's learning.</p>	<p>£2500</p>	<p>School will be able to teach and develop key skills all year</p> <p>Wider range of PE units/topics are being taught in school.</p>	<p>New equipment will last years but will gradually need replacing.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
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 develop in-house CPD where staff can observe the PE coach, as well as one another, to enhance own knowledge and thus future opportunities for their own class.	Ensure staff use the time provided to observe PE lessons.  Build in time for staff-to-staff feedback	£1400	Staff skills and breadth of knowledge has improved.  Greater PE consistency across school  Staff confidence has improved. Quality of PE has improved across school.	Staff will be able to deliver wider range of PE and sports.  High quality CPD (that would benefit additional staff) will need renewing (yearly)
To further develop our PE program across school that provides staff with new knowledge, opportunities to practice new skills and deliver new PE sessions. (IPep)  (Linked to intent for carry forward funding)	Provide IPep training so staff can utilise program. Develop a new rolling programme that builds on existing knowledge whilst also providing new in-house CPD for staff	£0	The school will have added to their broad and balanced PE curriculum. School will have a clear system for tracking children's progress	Extend IPep if it is having impact on staff's teaching and children's outcomes.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				27%
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:

Provide opportunities that develop the children's balance, co-ordination and agility (Bikeability)	Arrange Bikeability and Balance Bike training for Y3 and Reception respectively	Bikeability (£0) B Bikes (250)	Children given different opportunities to develop ABC	Book again for next year's cohort
Provide residential with a key focus on health, fitness and physical activities.  (Post-Covid)	School provides 2 residential a year (Y4 and Y6) Activities are booked that enhance current provision in school	Subsidising cost of activities (£500)	Children improving health and fitness whilst also developing team work and determination	School to continue to build residential into academic calendar
To use PE coach to teach a new range of sporting activities throughout the year, that ensure all children's interests are catered for and that skills are transferrable (inc. any potential home learning requirements due to Covid)	Ensure PE coach has the equipment necessary to undertake new activities.  Develop rolling programme that is progressive and can be utilised in the event of home learning.	£4000	Wider range of PE units/topics are being taught in school.  School will be able to teach and develop key skills all year	Teachers will be able to follow PE coach's lead and develop these activities into their rolling programme for PE

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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:
As with previous years, some funding has been allocated to increase our participation in sports competitions and festivals with other schools (transport, staffing, sports leaders); Every class will take part in at least one family festival of sport and we will also send teams to take part in competitive events.  (If Covid restrictions are lifted in time)	Boccia festival attended with a focus on provision for SEND pupils from across the family of schools.  Timetable of basketball matches for KS2  Participate in Gedling schools Sports hall athletics  Y1-Y6 to participate in school-school sporting activities	£1200 (staff costs and transport)	All classes have taken part in at least 1 sporting event within the family of schools.  Children given opportunities to compete in sporting events (that build on work in PE and enables them to enhance skills learnt this year)	Continue to attend events run by family of schools.  Add new sports to family festival events – extending opportunities for the children.
Arrange cross-school competitive Sports Day so children can compete and work with children from different schools.  (If Covid restrictions are lifted in time)	Following own sports day, children would attend a local primary school and compete against their children. Both schools would celebrate achievements, effort, team work and sportsmanship. Schools would purchase trophies/medals to celebrate this.	£300 (sports coach, transport, medals)	Children given opportunities to compete in sporting events (that build on work in PE and enables them to enhance skills learnt this year)	Undertake shared sports day every year (looking into the option of adding further schools to extend opportunity.)

Signed off by	
Head Teacher:	Lee Christopher
Date:	29.11.2020

Subject Leader:	Lee Christopher / Ian Robinson
Date:	29.11.2020
Governor:	Liam Wiltshire
Date:	