

# 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](#).

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>2016 – 17 General competition sports kit / tracksuit available and used for all sports. Purchased through previous Sports Premium Funding.</p> <p>2017 – 18 Increased competitions entered, travel, % of pupils representing schools, developed PE department and improved resources to offer HQ PE with a variety of experiences. Add extra provision for year 6 swimmers.</p> <p>2018 – 19 Spending on OAA area, develop variety in PE, focus of skills and core strength e.g – Rock climbing and scrambling. Big focus for this to be used on OAA lessons. Increase pupil’s daily activity time through break and lunch opportunities.</p> <p>2019 – 20 Spending on The outdoor Gym to bring together a much needed area to engage pupils in active lives. More opportunities before school, at break, lunch and after school.</p>	<p>These have been carried over from last year 19-20. We had a change of staff due to maternity leave and then were impacted by the Covid-19 Global pandemic.</p> <p>Increase physical activity and enjoyment of physical activity away from PE lessons (before school, break times and after school). This was being addressed.</p> <p>Develop Intra-School competitions to increased pupil participation in physical activity. These were introduced but cut short - need embedding.</p> <p>Raise the profile of school sport and competitions as well as introducing opportunities in new sports and activities.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **NO**

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: £</b>	<b>Date Updated:</b>	
<b>What Key indicator(s) are you going to focus on?</b>				<b>Total Carry Over Funding:</b>
				<b>£0</b>
<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:	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?:
Not required	Not required	Not required	Not required	Not required

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 2021.	46%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	31%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	34%
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

## 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: £19,000</b>		<b>Date Updated: 20/07/21</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>					<b>Percentage of total allocation:</b>	
					<b>88%</b>	
<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?:	
<p>Current year 5 pupils to learn and be able to ride a peddle bike by the time the leave Orchard Academy in Year 6 2022.</p> <p>All pupils to know how to keep safe on a scooter, balance bike or peddle bike outside of school.</p> <p>Increase numbers of pupils cycling to school.</p> <p>Subsequently teach cycling on the curriculum from year 3.</p>		<p>Purchase bikes for year aged 5 and Year 6 pupils.</p> <p>Purchase suitable maintenance agreement and basic tools.</p> <p>Develop balance and coordination across the curriculum through links with England Athletics Funetics.</p> <p>Introduce cycling onto the PE curriculum at Orchard Academy.</p> <p>Develop extra curricular clubs for these activities.</p> <p>Train staff to lead session in cycling, balance biking and scootering.</p> <p>Survey pupils on if they can ride / competency and confidence levels.</p> <p>Create / look for suitable schemes of work.</p>		<p>£16,700</p> <p>£0 - Only pay 10% discount on materials.</p>	<p>Aim:</p> <p>Bikes wont arrive at school until March 2022. This is due to Covid (increase in global demand) and Bexit (materials availability, shipping).</p> <p>Increase enjoyment from being physically active.</p> <p>Increase physical activity time during a day.</p> <p>Environmentally friendly.</p> <p>Healthier pupils – adults</p> <p>Increase number of pupils riding to school.</p>	<p>Sustainability and suggested next steps:</p> <p>Purposeful and thought through purchases of quality equipment suitable for the need of our pupils.</p> <p>Purchase suitable / quality storage to add long term protection.</p> <p>All equipment to be stored and maintained.</p> <p>Use in both PE lessons, morning clubs, breakfast clubs, after school clubs, Bikeability sessions.</p> <p>Develop Staff CPD and training.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
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:
<p>East Midlands Academy Trust - Olympic Day celebration.</p> <p>Focus the Olympic Vision of making the world a better place through sport.</p> <p>Olympic Values – Respect, Friendship Respect.</p>	<p>Whole trust event.</p> <ul style="list-style-type: none"> <li>- Walk to Tokyo at each school site. 100% participation</li> <li>- 23<sup>rd</sup> June Olympic Day events at all schools, 100% participation.</li> <li>- Sports Day 2021</li> </ul> <p>Celebration of participation Celebration of excellence Trophies, T-Shirts, Certificates Transport</p>	<p>£1000</p>	<p>100% attendance in whole school / trust sporting event.</p> <p>Understanding to enjoyment gained from sport.</p> <p>Mental health and wellbeing – Promotion of the benefits of physical activity. The GREAT DREAM reference, being part of something bigger. <a href="https://twitter.com/eastmidsacademy/status/1417775296506474497">https://twitter.com/eastmidsacademy/status/1417775296506474497</a></p>	<p>Success of the event has led it to be planned in as an annual event, linking with School Sports Days.</p> <p>Planning committee want a legacy from the 2021 event – increased clubs links and mass participation in sport.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2.5%
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:
Increase staff knowledge of delivering cycling on the PE curriculum.  Staff training.	Communicate with British Cycling, Develop Cycling scheme, lesson plans for PE lessons.  Look for courses for cycling tuition and bikeability.  Teach cycling on the PE curriculum.	£500 - £1000 Not happened yet.	AIM: Staff confidence and competence increase. More pupils success – 100% riding before they leave Orchard. More cycling opportunities out of lessons for pupils (Breakfast club, afterschool club)	Staff trained to trained other staff if and when needed. Share skills from with EMAT.
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:  For all of the current year 5 pupils to leave Orchard in 2022 being able to ride a bike.	Introduce cycling onto the PE curriculum at Orchard Academy. Develop extra curricular clubs for these activities. Train staff to lead session in cycling, balance biking and scootering. Survey pupils on if they can ride / competency and confidence levels.  Opportunities for Duathlons on the school site.	Purchases mentioned in KI 1.	Aim: Increase enjoyment from being physically active.  Increase physical activity time during a day.  Environmentally friendly.  Active Travel around MK.  Healthier pupils – adults For pupils to find a love for cycling and	The love of cycling, active travel, and keeping fit. Cycling its self is a form of sustainable travel and more environmentally friendly.

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			being active out of school.	
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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:

Signed off by	
Head Teacher:	Callum Brown
Date:	22 <sup>nd</sup> July 2021
Subject Leader:	Luke Bartishel
Date:	22 <sup>nd</sup> July 2021
Governor:	Olufemi Okeya (PP Lead) 
Date:	28/07/2021