

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 **31st 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](#).

St Mary's Catholic First School – Dorchester



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.

Academic Year: September 2020 to March 2021	Total fund carried over: £ 3985	Date Updated: 1.2.21		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £ 3985
Intent	Implementation	Impact	Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>All children to use and access our outdoor heated swimming pool in the Spring and Summer term to enhance daily swimming activity</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>All children have access to the pool during PE lessons/after school club/Summer months</p>	<p>Carry over funding allocated:</p> <p>£3985 for new pool heater and swimming support resources</p>	<p>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?:</p> <p>Due to Coronavirus the pool has not been used but we aim for Summer 2021 for all classes to have access to the pool to enhance daily exercise and learn about water safety</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>Summer Term and Summer holidays use the pool for children during PE lessons and family/local community during the Summer holidays.</p>

<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.</p>	<p>Children from Rec –Year 4 become competent swimmers by the end of Year 4</p> <p>Staff and Parent lifeguards complete the annual First Aid qualification</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>%</p> <p>N/a</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>%</p> <p>N/A</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</p> <p>N/A</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>	<p>Yes</p>

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: £17,520		Date Updated: Feb 2021	
<p>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</p>					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?:	
<p>All children are educated in the value and benefits of a healthy active lifestyle to support good physical and mental wellbeing</p> <p>All children to have the opportunity to develop competence and confidence in physical activities</p> <p>All children across both key stages have increased opportunity in 2020/21 to be upskilled in Gymnastic. (as requested at Student voice)</p>		<ul style="list-style-type: none"> Daily walk/cycle to school register – Weekly bike it award Cross curricular links for mental health and wellbeing throughout KS1 and 2 Targeted children and families complete Trick box course Investment in highly skilled PE staff who provide CPD for our team Differentiated DASP sporting competitions (inclusive) Replacing PE Equipment as a result of audit June2020 		<p>£154 – awards</p> <p>£3536</p>	
				41.5	
				Sustainability and suggested next steps:	

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<p>Provide high quality resources for break and lunchtime, structured play</p>	<ul style="list-style-type: none"> • Investment in new Gym equipment • Swimming pool annual maintenance • Each class has their own set of “huff and puff” equipment to enjoy physical activity 	<p>£450 £2000 £1130</p>		
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: %</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	<p>0.86</p>
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Our aim is for all St Mary’s to have a love of physical activity and to reach their own potential during PE lessons and chosen Sports which are identified as strengths</p>	<ul style="list-style-type: none"> • Wide range of Sporting activities to reach all children in addition to PE Lesson, e.g. Archery, Javelin • Attending all Sports competition in our local DASP pyramid – e.g. EYFS Dance Festival • Celebration Assemblies, including characteristics of learning applicable. Go for it Gorilla and Persevering Parrot 			

<p>All children to experience outdoor Forest School learning to increase their opportunity for Physical exercise</p> <p>Our aim is that all children walk/bike at least part of the way to school to increase physical activity and exposure to sunshine.</p>	<ul style="list-style-type: none"> • Each class has a weekly Forest session linked to topic and well being • Daily recognition and celebration of children who have walked/biked/scooted to school • Weekly award for bike it bear 	<p>£150</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:
				%
Intent	Implementation		Impact	57.64
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:
Improve the confidence of staff in delivering high quality PE lessons	Team teaching of lessons with PE specialist, coaching and mentoring of staff. Joint assessment and identification of next steps	KS1 Sports coach £4651 KS2 £5448		
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: Our aim is for all children to be offered a wide range of extra - curricular activities e.g. tennis/javelin/fencing/archery	During COVID video links have been shared with all children to experience sport at home Disadvantaged pupils are funded to attend a club of their choice			

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:
All children to have the opportunity to develop competence and confidence in physical activities	<ul style="list-style-type: none"> Differentiated DASP sporting competitions (inclusive) Dorset swimming association run a highly competitive gala which the KS2 children take part in. Sports Day – fully inclusive morning of team activities followed by a competitive afternoon 			

Signed off by	
Head Teacher:	Paula Fearn
Date:	1.2.21
Subject Leader:	Jo Bourne
Date:	1.2.21
Governor:	Mark Haysom
Date:	1.2.21