

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Academic year 2020-2021

Commissioned by




Department  
for Education

Created by



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SPORT  
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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](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 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 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Participation and success in competitive sport increased</li> <li>• Intra-school competitions arranged and ran (prior to Covid-19)</li> <li>• Enrichment days for sports children haven't been exposed to</li> <li>• Staff upskilled through working with external coaches</li> <li>• A PE scheme bought into to ensure teaching is progressive and consistent.</li> <li>• An extra year group funded to go swimming which was having a positive impact on children's ability to swim (prior to Covid-19)</li> <li>• After-school clubs organised and ran, including sports which children hadn't had the chance to partake in (e.g. archery and fencing)</li> </ul>	<ul style="list-style-type: none"> <li>• To increase the participation in sports on girls in UKS2</li> <li>• Ensure children are taking part in the Golden Mile daily to promote physical activity</li> <li>• Have effective lunchtime provision in place to ensure children are active through their lunch break</li> <li>• Expose children to new sports and physical activities they have not partaken in before, such as yoga, tri golf and quidditch.</li> <li>• Working alongside other subjects to promote sports across the school.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<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>	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10%
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>Yes/No</p> <p><i>Due to current restrictions we are unable to swim- when restrictions lift the funding will be used for ADDITIONAL year swimming</i></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: £19,800	Date Updated:		
Lincoln City Foundation	£9,986	Platinum package from Lincoln City Foundation after school club provision		
Synergy	£6,750	Football, Basketball, Tennis, mini squash, cricket, handball, rounders, hockey, badminton, tag rugby, archery, athletics, multi-sport skills, gymnastics, dodgeball, dance, New sports: lacrosse, quidditch, tag and invasion games, mini bikers balance ability, yoga/mindfulness, tri golf, tchoukball, kinball.		
Other provision - see below	<u>£4,050</u> £20,786			
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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	
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:
Lunchtime clubs organised and run by coaches to promote physical activity during lunch times.	Employ outside agency Synergy and LCFC to provide a lunchtime club for both KS1 and KS2.	Lincoln City Foundation  Synergy		

Regular afterschool clubs timetabled and targeted at the least active groupings.	<p>A club set up and a register taken to track the children who are attending.</p> <p>Each year group has a club set up. Year 5 have two clubs to target those who are less active</p>	<p>Lincoln City Foundation</p> <p>Synergy</p>		
PSHE sessions to heighten the profile of sport through the Kick it Out Poster competition and Stand Up Speak Up	<p>Kick It Out Poster competition will run alongside the accompanying PSHE topic and British Value of the term. It will be delivered across the school.</p> <p>Stand Up Speak Up sessions will be ran in Year 5 to address the current issues happening in sport and continue to raise the profile of sport with cross-curricular links.</p>	Lincoln City Foundation	SLA with Synergy for PE Curriculum Support (sports coaching), £6,750 pa	
PE equipment inspection and renewal	Equipment checked for safety to enable all children to take part in sports.	£1000		
Timetabled charity and sporting events which encourage the enjoyment of sports	<p>A whole school sporting event will take place at Christmas which will promote physical activity through fundraising.</p> <p>A provisional date for a Race For Life will be set out for the summer term.</p>	£200 leadership time		
Football FUNdamentals used to improve the skills of children in year 1 and 2	Planned sessions with KS1 classes receiving 6 hours of training each from professional coaches will develop children's fundamental skills through football.	Lincoln City Foundation		



Sports sessions for targeted girls outside of the school curriculum	An after school gymnastics club was arranged for UKS2 girls to promote physical activity as they were identified as one of the least active groups in school.	Lincoln City Foundation		
Children to take part in the golden mile every day.	All classes will take part in the Golden Mile daily for a minimum of 10 minutes to promote physical activity and provide children with a 'brain break' from their learning.	Leadership monitoring time £100		
Training will be provided for MDSA's so that children are promoted to take part in organised sports and physical activities during lunch times.		Lincoln City Foundation		
A Coach will be paid to run lunchtime clubs throughout the schools.	Timetables sessions of hockey, cross country running and basketball will be organised for children throughout the school to take part in at lunch time.	Lincoln City Foundation  Synergy		
<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:

Children to take part in the golden mile every day.	All classes will take part in the Golden Mile daily for a minimum of 10 minutes to promote physical activity and provide children with a 'brain break' from their learning.	£100 covering monitoring time		
Annual celebration assembly to ensure all pupils are aware of the opportunities we provide as a school	A prize for the Sportsman and Sportswoman of the year with an award of a signed football and signed shirt from LCFC.	Lincoln City Foundation		
Through support with assessment and planning of PE staff	Planning and assessment monitored to ensure that the whole PE curriculum is being covered and G&T pupils identified.	Leadership cover £500		
Year 6 children to be Playmakers and act as role models for sports, supporting staff and running small activities at break and lunch times.	Both Year 6 classes will receive PlayMaker training which will develop children's leadership skills. Depending on the Covid-19 situation and crossing bubbles if restrictions relax the Year 6 children can help to organise activities are break and lunch times and promote sports.	Lincoln City Foundation		
A tour of LCFC and a talk with footballers will be a reward for children who complete the most laps of the Golden Mile in each class to celebrate their success.	Teachers will record children Golden Mile laps from Autumn 2 term with the reward of the most laps for a boy and girl from each class.	Lincoln City Foundation		

Professional coaches come in to deliver interventions with disengaged learners and promote the profile of sports in the school but using it as a tool to engage children.	A coach will work with the Year 5 cohort and work to target disengaged learners and work with them to encourage learning and where possible link situations to sports.	Lincoln City Foundation  Synergy		
Leadership time given for PE lead to promote sport within the school and arrange sporting events for the school.	Planned leadership time to allow the PE lead to carry out planning and preparation for sporting events.	Leadership cover £450		



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:
LCFC to come into school and provide CPD for targeted teachers by coaching alongside them	Communicate with LCFC to monitor the effectiveness of CPD support and improvement to teaching and learning. Discuss which areas of sport the targeted teachers wish to work on and develop.	Lincoln City Foundation		
Whole school, progressive curriculum subscription to the PE Hub to support the planning of PE for teachers	Monitoring the use of the subscription.	£600		
KS1 teachers to work alongside coaches who are delivering football FUNDamentals and be upskilled	Coaches will come into KS1 and deliver quality football sessions which will develop children's basic fundamentals in PE Teachers will be upskilled by good practice and be able to apply it to their own PE sessions.	Lincoln City Foundation		

Targeted teachers to attend the FA's Primary Teachers Award and develop good practise in PE sessions	Targeted teachers will attend the FA's Primary Teachers Award and develop PE teaching skills which they will implement into their own practice and deliver quality PE sessions.	Lincoln City Foundation		
Lunchtime supervisor training to upskill MDSAs and make children more active at lunch time	MDSAs will be trained to deliver playground games and sessions to children that will help to keep them active during lunch breaks.	Lincoln City Foundation		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
A variety of clubs offered to children such as multi sports in which children take part sports such as archery	Liaise with external providers and create a register to measure attendance of children.	Lincoln City Foundation  Synergy		

<p>Year 6 will take part in yoga and mindfulness in Summer 1 to run prior to SATS.</p> <p>The intervention will help children's wellbeing and promote a new physical activity</p> <p>Children are inspired by the new sport and aim to continue it and the methods they learn/develop</p>	<p>Organise the yoga and mindfulness sessions with external providers.</p> <p>Target children who would benefit from this intervention by speaking to adults who work with them.</p>	Lincoln City Foundation		
<p>Year 4 and year 5 to take part in quidditch and expose them to a new sport</p> <p>Children are inspired by the new sport and aim to continue it</p>	<p>Organise with external providers and teachers</p>	Lincoln City Foundation		
<p>Year 5 to take part in tri-golf with their final session taking place at a PGA centre.</p> <p>Children are inspired by the new sport and aim to continue it</p>	<p>Organise with external providers and teachers</p>	Lincoln City Foundation		
<p>Targeted children in Years 4-6 to take part in ActionIMPS which is a 6-week programme aiming to inspire children to learn how to build stronger, safer and inclusive communities through positive, collaborative action. (Only to take place if Covid-19 restrictions relax- alteration will apply if restriction remain in place)</p>	<p>Speak to adults in classes from 4-6 and ask for targeted children who would benefit from this intervention.</p>	Lincoln City Foundation		

Full days coaching for a year group.	To engage a cohort of children in an innovative way by delivering a variety of subjects throughout the day with a range of Active Maths, Active English and a range of sports and activities.	Lincoln City Foundation		
IMPS Matchday Maths and English which immerses children in their learning through sport.	Children will be able to attend the stadium on a match day supervised by teachers and watch a match where they will make notes or record themselves commentating, this will be used to create a match report when they go back to school as well as record data by simply tallying stats.	Lincoln City Foundation		
		£4,050		



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:
<b><i>Due to Covid-19 restrictions inter school competitions are not arranged for the foreseeable future.</i></b>				
Intra-school competitions will be arranged for each year group termly which will promote competition and the profile of sports	PE leads to organise intra-school competitions for each class to take part in	Leadership time cover £500		
Competitions such as Sports day to be arranged for the summer term	PE leads to have time to organise these competitions.	Leadership time £500		
If covid restriction lift:  Children will take part in the IMPics sports event between schools across Lincolnshire.	Children will take part in a variety of sports competitions and promote the sports in school through sporting success.	Lincoln City Foundation		