

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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.

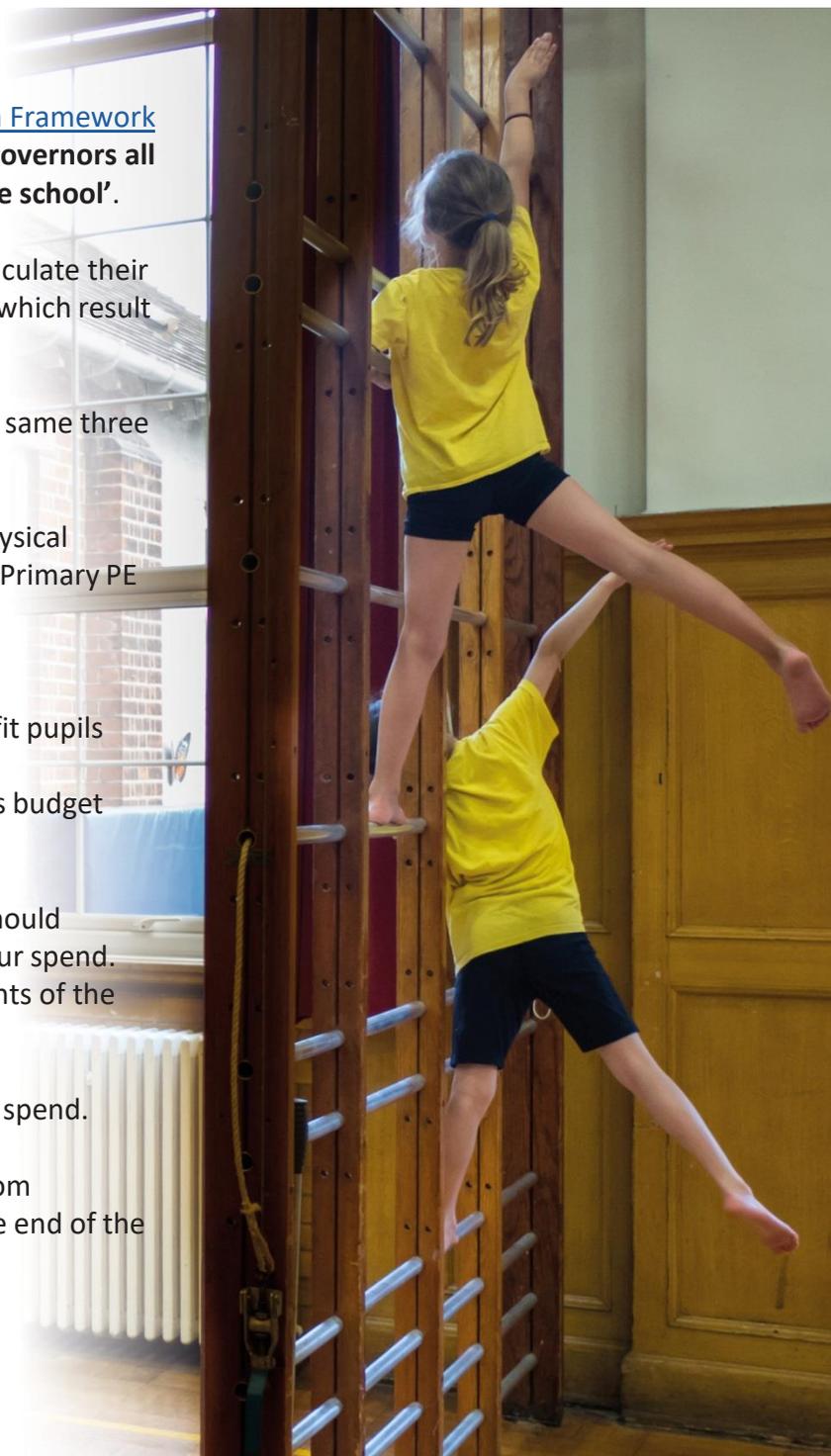
Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- 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
- 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 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 by the end of the summer term or by **31st July 2021** 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 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:
<ul style="list-style-type: none"> -School games silver mark achieved - Focus groups within lessons to support children to meet ARE. -Sports Coach for expertise and CPD for staff involved in the teaching of PE - ELSA running yoga/relaxation groups to support identified vulnerable children -Development of new PE scheme <p><i>*No clubs + tournaments limited this year due to Covid Restrictions</i></p>	<ul style="list-style-type: none"> - Look at opportunities to develop mental health and well-being. - Continue to track & provide opportunities for children not meeting ARE. - Look at alternative activities that can be offered such as parkour type activities and more inclusive sports such as sitting volleyball, wheelchair basketball. - Run health weeks with physical activities and a focus on mental health & wellbeing & healthy eating. -Identify ways to ensure challenge for more able -Establish a range of extra-curricular activities Begin to track attainment for each cohort -Increased number of children taking part in extra- curricular activities -continue to provide extensive opportunities to compete and participate in a range of sporting activities – in and out of school -increase knowledge, confidence and skill of staff (include new PE Coordinator and PPA Teacher/Sports Coach) to manage and deliver PE and sports activities. -Look at how we can begin to meet the objectives of the new relationships curriculums

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020	£0.00	
+ Total amount for this academic year 2020/2021	£17,630.00	
= Total to be spent by 31st July 2021	£15,172.39	£2457.61 Carried to 2021/2022

<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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	<p><i>Current year 6 cohort had swimming lessons in year 3 but only 1 lesson in year 5.</i></p> <p><i>Estimated data</i></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>Please see note above.</p>	<p>90%</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>Please see note above.</p>	<p>83%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>80%</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/No</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: £	Date Updated:		
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			Percentage of total allocation:	
			4%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
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?:	
To increase the percentage of children engaged in daily physical activity through an active playtime approach.	<ul style="list-style-type: none"> *To look at ways to increase the number of minutes children engage in physical activity *Deploy young leaders to support physical activity at lunchtimes *To plan and implement lunchtime activities to provide opportunities for children to engage in physical activity. *Continue with school run and open to Year 3 children so that all of KS2 are able to take part *Increase the % of children meeting the 30minutes of daily physical activity target from 50% *provide extensive range of afterschool clubs to all year groups to increase physical activity. s 	Equipment £319.94	<ul style="list-style-type: none"> -Afterschool football club for some bubbles (year 4 & 5) and lunchtime for year 3. -Behaviour has continued to improve for individuals and as a school -Really positive comments from children about the lunchtime programme, particularly school run -equipment has been made accessible for children to use at lunchtime -sports coach given advice to develop teacher expertise and confidence 	<ul style="list-style-type: none"> - Expand programme for 21/22 now restrictions are being lifted *Year 5&6 girls are the group that engage the least in the lunchtime activities - look at ways to engage them more & respond to pupil voice about putting on more physical activities rather than sports -provide further activities to engage girls at playtime, include girls football (use pupil voice) *Continue to increase the amount of physical activity opportunities for KS1 children Utilise young leaders on the KS1 playground -hold pupil voice in autumn including least active children

				<p>-Include more competition opportunities in some activities (as less competitions planned due to Covid Restrictions)</p> <p>-clubs timetabled for all year groups with a variety of activities.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
To use physical activity to support children with poor social and emotional skills	<ul style="list-style-type: none"> *Identify children who need support in this area *ELSA to deliver a weekly Programme 	-	<ul style="list-style-type: none"> *Children engaged in sessions *ELSA utilising mindfulness/yoga fun fit activities to support pupil premium children *Children engaged in sessions 	<ul style="list-style-type: none"> *Continue to use fun fit activities to support targeted children *Extend the number of children it is offered to if possible *expand opportunities and range of activities

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				48%

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	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:

consolidate through practice:				
To increase the knowledge and confidence of the PE Coordinator to continue to improve the leadership and management of PE.	<ul style="list-style-type: none"> -PE coordinator to attend conferences and PE subject lead meetings -Ensure the PE coordinator has time to fulfil the role -PE coordinator to be aware of actions that need to be the focus & implement -PE coordinator to develop new scheme of work. 	<ul style="list-style-type: none"> £0.00 trust lead meetings £150 SSP membership £6,927 First Grade Sport 	<ul style="list-style-type: none"> -PE coordinator attended Primary PE meeting with Chris Ballard (SSP) in Autumn 1 -PE coordinator given time out of class to attend meetings and work on PE -PE coordinator identified further areas for development/ action and started to implement strategies PE scheme researched and introduced to staff. 	<ul style="list-style-type: none"> -attend further PE meetings and online CPD -Time to be given out of class to liaise and implement changes with School sports coach -Time to be given to assess new PE curriculum/ scheme, observe PE lessons and support staff -Further develop ideas, intra school opportunities and use of PE/ physical activity to support COVID recovery

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
44%

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: To continue to offer a wider range of activities both curricular and extracurricular to engage more pupils	<ul style="list-style-type: none"> *Undertake all opportunities to engage in PE and Sporting activities through trust, local, regional and national organisations *Offer some different extracurricular activities to increase the percentage of children taking part in extracurricular activities *Source providers to run clubs 	<ul style="list-style-type: none"> Equipment £2,066.30 Swimming £3,948.75 	<ul style="list-style-type: none"> *Improved lunchtime offer to engage more children in extracurricular activities *Offered new curricular opportunities for children who were reluctant to engage *many opportunities for everyone 	<ul style="list-style-type: none"> *Continue to provide varied offer at lunchtimes & after school *Staff identified to run clubs *Run Healthy Schools week to involve all children in physical activities linked with wellbeing

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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 continue to engage in as many PE and sporting competitions through trust, local, regional and national organisations.	<p>-maintain the number of tournaments entered last year and try to engage in more festivals to increase the number of children representing the school</p> <p>-staff to be released to attend inter-school competitions with children</p> <p>-PE co-ordinator to support organisation of competitions and sports days</p>	<p>£150 SSP membership</p> <p>£82 Sports day</p>	<p>*severely impacted due to covid 19 restrictions</p> <p>-All bubbles competed in year group sports days run by class teacher / school sports coach in Summer 2</p> <p>-All children's efforts in the sports day were celebrated during the sports day assembly</p>	<p>- Continue to engage in as many competitions as possible, staff to organise and attend</p> <p>-continue to engage in inclusive competitions, such as goalball and inclusion festivals</p> <p>-Plan sports day 2022</p> <p>-include more intra school competitions</p> <p>-include personal best 'competition' opportunities for self-improvement</p> <p>-continue to celebrate efforts and success in competitions and events</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Claire Bird
Date:	19/07/21

Governor:	
Date:	