

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:

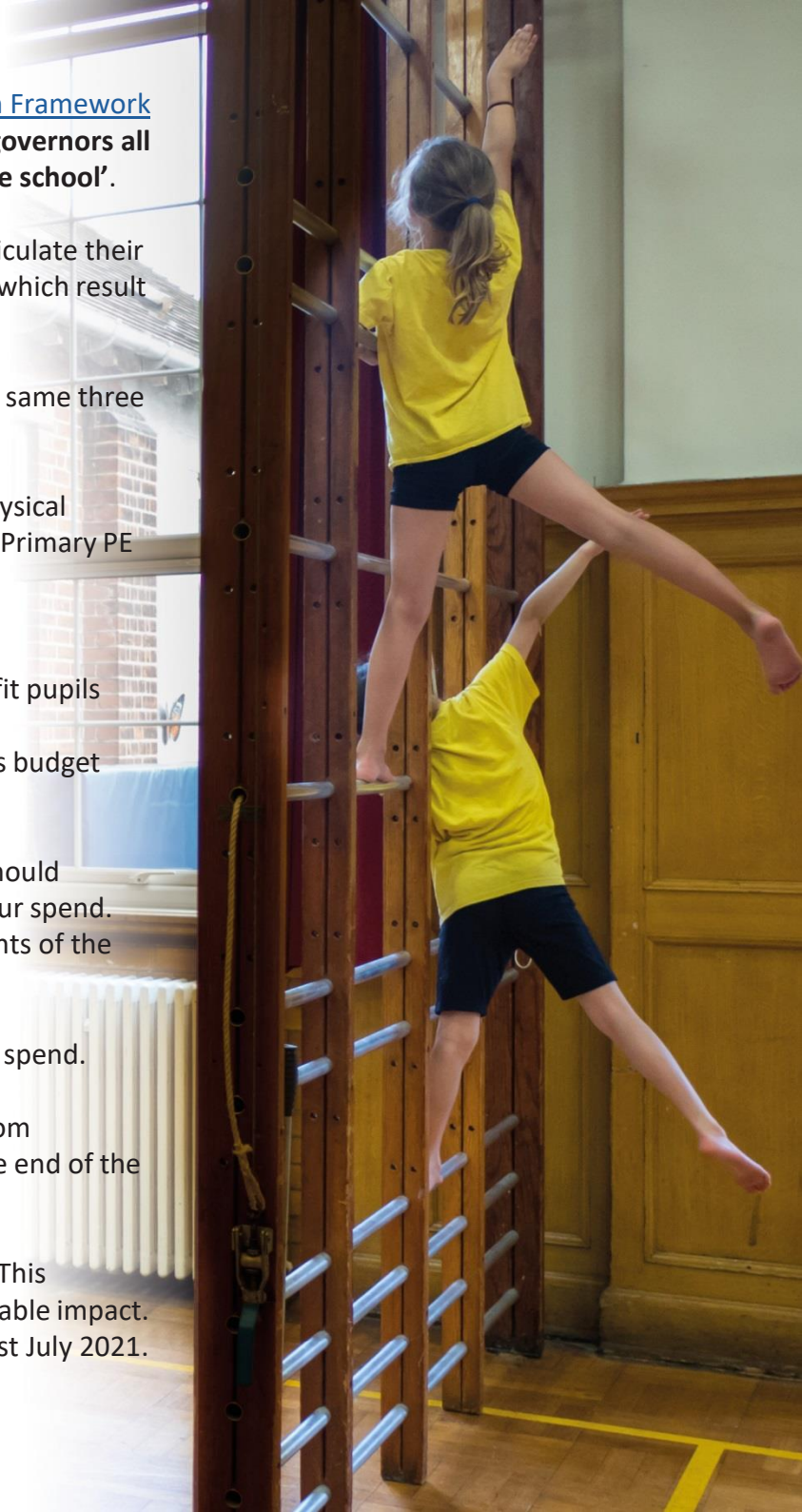
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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"> - Greatly enhanced P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E sessions - Improved playtime resources chosen by the children that facilitate more active play at morning playtimes and during lunchtime - Consistent take up of after school clubs subsidised by the school - Sports coaching introduced at lunch time to provide support and development for current staffing. - Use Sports Premium to enhance children’s mental health and wellbeing through after school clubs. - Jungle gym trail [aged 20 years] condition deteriorated and removed. Pupil voice involved in redesigning a new play area. New area created – increased motivation and engagement in active play. - PE facilitated through live sessions during lockdown and periods of isolation. - School participated in online sporting competition and activities whilst competitions and mixing of pupil groups discouraged. 	<ul style="list-style-type: none"> - Pupils restricted to designated outdoor areas [over break times and lunch times] and limited resources throughout pandemic due to Coronavirus restrictions placed on schools [e.g. playtime equipment required to be cleaned after use if changing bubble – resourcing required to be duplicated among bubbles]. Once restrictions are lifted, school plan to create new outdoor areas to promote increased physical activity which can be access by all pupils, at all times, dependant on their preference. - Re-establish daily mile, following a change to routines and staffing in response to impact on pupil behaviour and relationships after lockdown [impact of isolations/limited interactions]. - Decreased curriculum time allocated to Swimming in 2020-21, due to National restrictions and control measures in place at swimming pools. Additional swimming opportunities to ensure that pupils meet National expectations by the time they leave Year 6. - Subject specialist employed to lead and deliver PE National Curriculum across KS1 and KS2. Identified need to improve subject knowledge and confidence in the delivery of Gymnastics and Dance – to be achieved through CPD/training. - Limited delivery of National Curriculum PE by no specialist staff. Need to continue to provide staff training and awareness of high quality P.E teaching - Continued investment in resources for the teaching of P.E. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports. - Change in staffing for lunchtime staffing since last playtime training. Continued staff training in facilitating active playtimes and purchase of further resources to support this.

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

Total amount carried forward from 2019/2020 £4415.96

+ Total amount for this academic year 2020/2021 £17960

= Total to be spent by 31st July 2021 £22375.96

<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>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>	84%
<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>	84%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	84%
<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>	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.

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:
					%
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?:	
To fully redevelop the playground to engage all pupils in regular physical activity.	Pupils have been involved in the designing and planning of playground to create a new play area – pupil ownership and voice has given pupils a buy in and enthusiasm around the project.		£15105	Increased engagement Increased physical activity Motivation to engage further in active play	
To ensure all pupils, with a range of needs, from a range of backgrounds, actively participate in PE lessons.	Provide additional support for pupils through PE through direction of support staff and use of specific resources.		£631	Increased development of skills/understanding and accelerated progress for all children including those with additional needs.	
Key indicator 2: 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:
Active play resources for whole school OPAL purchased to increase activity at playtime/lunchtime in all key stages to raise the profile of PESSPA.	Additional resources have been bought for each 'bubble area' to ensure that bubbles were kept in consistent groups, to avoid cross-usage linked to covid restrictions.	£2735.90	Increased engagement in active play Increased physical activity Motivation to engage further in active play due to new resources Pupil feedback and response to resources	Monitor and audit resources throughout year to ensure they are fit for purpose.
Curriculum resources purchased to ensure a consistent approach and to equip teachers to deliver PE lessons well and to raise the profile of PESSPA.	Audit completed by lead and new resources purchased where needed.	£631	Improved physical development of all children High quality, well-resourced PE lessons.	Monitor and audit resources throughout year to ensure they are fit for purpose.
Encourage children to engage in sports by celebrating pupil achievements from during school and out of school clubs	Trophies and presentation of awards recognised during weekly worship, celebrated on social media and in newsletters	£0	Children to feel encouraged and encourage each other to take part in sport both in school and outside of school.	Increase in the number of awards celebrated each week so that there is a high focus in school.

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:

To increase staff knowledge and skills through experienced PE Lead delivering PE CPD for whole staff body with the intention of showcasing best practice.	PE lead facilitated CPD for staff over lockdown and gave the opportunity for staff to experience delivery of live lessons but also better understanding on how to deliver PE generally [1 day a week for 12 weeks].	£0	Increased knowledge of effective use of PE lesson time, lesson structure and modelling/explanations, as well as subject knowledge e.g sports/games/use of resources.	PE Lead to continue to work with staff as/when needed to develop pedagogical and subject knowledge, should they need to teach PE.
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:
To continue to engage all pupils in regular physical activity through the use of external, lunchtime sports coaching offering a broad range of sports/activities beyond the PE curriculum	Specialist sports coaches have developed a partnership with the school; over lunchtime offering a range of sports and activities to all pupils who would like to participate.	£3225	Children are introduced to new games/sports outside of the curriculum and demonstrate quicker development and understanding – linking this directly to NC objectives and lessons.	Take on board pupils’ ideas of new sports/activities they would like to try and work alongside coaches to develop this as a response to pupil voice.
To ensure there is a broad range of sport/activities available to all pupils through the introduction of a range of formal, extracurricular sports clubs have been introduced – sporting/play activity for every year group across school in Summer term (covid restrictions prior to this).	PE lead has facilitated themselves and staff running formal, extracurricular clubs that ensure a focus on school sport and physical activity.	£15	More children have joined after school clubs and are active than in previous term. Positive feedback from pupils on clubs they attend	If restrictions allow in 21-22, reinstate external specialists running a wide range of clubs.

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:
To increase participation in competitive sport across school through remote competitions, events and festivals to increase engagement – both in curriculum time and with extracurricular sporting clubs.	Participated in a range of competitions, despite covid e.g. swimming gala, football tournaments.	£0	High levels of pupil engagement Developed links with wider communities Developed pupil understanding of competitions; sportsmanship, fair games etc.	Further develop participation in competitive sport ‘face to face’ as restrictions ease.

Signed off by	
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Date:	16.7.21
Subject Leader:	M. Holt
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Governor:	D. Holmes
Date:	16.7.21